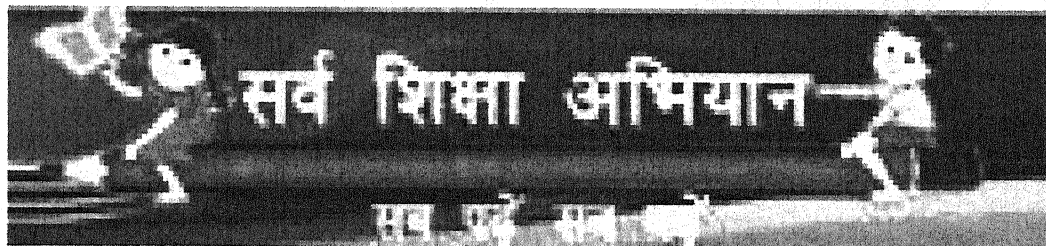


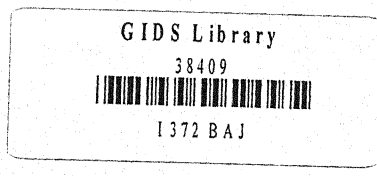
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MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN
DISTRICT-SANT KABIR NAGAR
UTTAR PRADESH

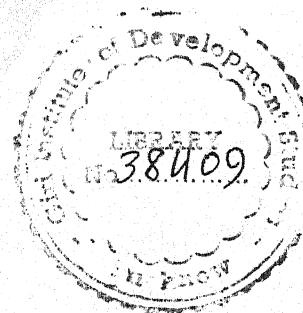


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Submitted to the
Ministry of Human Resource Development,
New Delhi



By
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PREFACE

Sarva Shiksha Abhiyan is an effort to universalize elementary education through community ownership of the school system. The programme is to provide useful and relevant elementary education for all children by 2010. The emphasis of this programme is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing 8 years of schooling for all children in 6-14 age group. The thrust is upon bridging of gender and social gaps and a total retention of all children in schools. With this framework it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the GIRI Institute of Development Studies has been appointed as a nodal agency for monitoring and evaluation of SSA programme of the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

The Institute has prepared the present report in the capacity of monitoring and evaluation agency for the evaluation of SSA programme in Sant Kabir Nagar district of Uttar Pradesh. We are thankful to Shri Ravi Chand, IAS Department of School Education and Literacy, MHRD Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar & Sri O.P. Chaturvedi, Senior Consultants, Monitoring (Ed.-CIL) for lending their all-possible cooperation to undertake this assignment.

The implementation of SSA programme at the state level is being undertaken by the office of SPD under the able leadership of Shri Deepak Trivedi IAS (SPD) and Shri Dinesh Babu Sharma, (APD), we are immensely grateful to them.

The credit of successful accomplishment of the task goes to the director of the institute Prof. AK Singh who has created required research insight and atmosphere in the institute for the same. We express our deep sense of gratitude to him.

The proper coordination between SPD office, District BSA office and the nodal agency has been made by Dr. S.S. Sirohi, Senior Professional SPD office. He has provided all cooperation and help in this direction, we are thankful to him.

I feel obliged to my colleagues Dr. Fahimuddin and Dr. R.C.Tyagi for their continuous support and suggestion while working for this report. We are also thankful to members of research team Mr. Ajay K.Singh, Mr. Kaleem, Mr. Ajai K. Dubey, Mr. Durga Dutt Mishra and Ms Shailja Tewari for their hard work to complete the report.

Last but not least, our thanks are due to Mr. Manoharan, K. and Mrs. Geeta Bisht for efficient handling of typing work and to Mr. R. S. Bisht for maintaining official records.

Date: January 2008

Dr. B. K. Bajpai

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ABBREVIATIONS

AIE	Alternative and Innovative Education
BRC	Block Resource Centre
BSA	Basic Shiksha Adhikari
CRC	Cultural Resource Centre
CWSN	Children With Special Needs
DCF	Data Capture Format
DIET	District Institute of Education and Training
DISE	District Information System for Education
DPC	District Programme Committee
DPE	Director of Primary Education
DPEO	District Primary Education Office
DPEP	District Primary Education Programme
DRG	District Resource Gang
ECCE	Early Childhood Care Education
EGS	Education Guarantee Scheme
EMIS	Education Monitoring Information System
EV	Education Volunteer
KGBV	Kasturba Gandhi Balika Vidyalaya
MDM	Mid Day Meal
MM	Maktab/ Madarsa
MTA	Mother Teacher Association
NPEGEL	National Programme for Girl Education at Elementary Level
NPRC	Nyaya Panchayat Resource Centre
NRBC	Non Residential Bridge Course
PAB	Programme Approval Board
PMIS	Project Management Information System
PS	Primary School
PTA	Parents Teachers Association
RBC	Residential Bridge Course
SCERT	State Council for Education Research and Training
SDC	School Development Committee
SPD	State Project Director
SRG	State Resource Gang
SSA	Sarva Shiksha Abhiyan
TLM	Teaching Learning Material
TSS	Total Sanitation Scheme
UPS	Upper Primary School
VEC	Village Education Committee
WEC	Ward Education Committee

Executive Summary

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In other words Sarva Shiksha Abhiyaan is:

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education

Aims of Sarva Shiksha Abhiyaan

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and material.

Objectives of Sarva Shiksha Abhiyaan

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010

- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010

Scope of Work

The Programmes to be covered include:

1. Sarva Shiksha Abhiyaan
2. Achievement level of primary and upper primary schools.
3. Mid-Day Meal Scheme
4. Kasturba Gandhi Balika Vidyalaya
5. National Programme for Education of Girls at Elementary Level.
6. Alternative schooling

Preparatory Activities

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months. The preparatory phase provides for the following :

- Office equipment as per need,
- Cultural activities for mobilization for SSA,
- Computer hardware and software for effective MIS at the district level,
- School-based activities up to rupees 1000 to a school,
- Household surveys and preparation of habitation plans up to Rs.3 per household,
- A set of base line studies, etc.

Study Sample and Design

There are 840 primary, 265 upper primary schools, 12 AIE, 62 EGS, 4 Maktab / Madarasas and 81 cluster model schools for NPEGEL. There are no RBCs and NRBCs. All type of schools is 1266 in number. Further there are 2 Kasturba Gandhi Balika Vidyalaya in the district.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of

the 4 blocks and 1 urban area of the district. The entire sample consists of 75 primary and 25 upper primary schools. 4 EGS, 2 AIE and 1 Madarsa . Apart from these, 5 NPEGEL Centres out of 25 centres running in upper primary schools of the district have also been covered in the sample. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Main Findings and Suggestions:

The main finding and suggestion of the study are as following:

- Sanctioned primary and upper primary schools for the year 2007-08 have been opened during the same year.
- All the sanctioned teachers are appointed (100 per cent) at the primary school level
- 40 per cent of the sanctioned teachers are appointed at the upper primary level.
- 60 per cent of the sanctioned teachers in upper primary schools are still to be appointed
- In service training was largely lacking.
- More teachers need to be provided In-service training.
- Orientation training has been provided to adequate number of teachers at primary school level.
- Orientation training needs to be given to larger number of primary schools teachers.
- High enrollment of school-age children has been found in Sant Kabir Nagar district.
- However, the enrollment of girls as against the boys is relatively lower.
- Girls' enrollment needs to be increased in Sant Kabir Nagar district.
- Construction in primary and upper primary schools is pending in large number of cases.
- The reasons for pending construction work need to be taken into consideration.
- Construction of primary and upper primary school building and extra rooms has not yet started in large number of cases.
- It needs to be started.
- The involvement of teachers in such activities needs to be minimized As this hinders teaching in the school.
- None of the children out of total CWSN children were provided with aids and appliances during 2007-08.
- Large number of ramps still needs to be constructed in the schools with CWSN.

- The additional rooms also required to be attached with ramps where the CWSN are there.
- Counseling should be provided to the parents of CWSN children.
- BSA was reluctant to provide any information regarding the functioning of NPEGEL in the district.
- BSA should be made responsible to provide information in this regard.
- There was no effort to fulfill the targets for the functioning of model cluster school.
- All sanctioned posts of KGBVs should be filled and made functional quickly.
- EMIS set up of the district is not provided with required computer and operators.
- The collected data through EMIS are not being sent to SPD.
- VEC members have not been trained for its proper functioning.
- The sanctioned positions of district level officials are vacant in about 50 per cent cases.
- Most of the primary schools (80 per cent) were established before ten years and the construction of only around 59 per cent of total primary schools was done before ten years.
- In case of upper primary schools, only 52 per cent schools have been established before ten years and only 36 per cent of them were constructed before ten years.
- This shows the most of the constructions were for completing backlogs.
- More emphasis is required on the establishment of new schools and subsequently their construction.
- The maximum of 20 (26.67 per cent) of the sample primary and 7 (28 per cent) upper primary schools have on an average 3 rooms available.
- But more than 32 per cent primary schools use three rooms and 40 per cent upper primary schools too use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.
- Only about 57 per cent schools have playground.
- 29 per cent schools are with boundary walls.
- 74 per cent schools have sports items.
- The available sports items are used by students only in 65 per cent schools.
- 98 per cent schools have mats and furniture.

- 100 per cent schools have classroom blackboards.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.
- The availability of drinking water facility is more in primary schools (i.e 92 per cent) as compared to 88 per cent in upper primary schools.
- The convergence of drinking water facility with Swajaldhara has been about 29 per cent.
- 28 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all primary and upper primary schools.
- Toilet facilities are available, to 87.72 per cent for boys and 100 per cent for girls at primary level.
- At upper primary level, the toilet facilities having 90.91 per cent for boys and 100 per cent for girls.
- For providing the facility, the TSP convergence should be utilized, as it is relatively low at present.
- The toilet facilities are not used in about 19 percent of primary and in about 33 percent of upper primary schools.
- More or less, in around 21 percent schools, toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.
- Overall school environment is found to be good but provision of health facilities in school is not attended properly. This should be taken up more frequently.
- 9 per cent primary school buildings are in bad shape.
- The condition of school buildings at the upper primary level is quite satisfactory.
- In view of this special provision of repairs should be made to consider the students safety.
- Out of total schools which are in bad condition, in 43 per cent schools, which are in bad conditions, there are cracks in roof and in 57 per cent non-availability of doors and windows exist. This may cause accidents. In view of this, the repair work should be taken up.
- The teacher-students ratio is found to be satisfactory (1:64 and 1:63) in primary and upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in primary and upper primary schools.

- Teachers attendance is also not found upto the mark. But there was no habitual absentees recorded.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary as well as upper primary schools.
- More than 35 per cent of working teachers have received training.
- Only 47 per cent working teachers in primary schools have received training.
- Around 7 per cent of upper primary school teachers have received training.
- More than 72 per cent trainees received training of 1 to 3 days duration.
- More than 6 per cent trainees received training of 4 to 6 days duration.
- More than 17 per cent trainees received training of 7 to 15 days duration.
- Training module lacks training of core subjects like Maths and English.
- Training duration should be longer.
- Low percentages of working teachers are getting training, particularly in upper primary schools.
- There has been a difference between reported students and enrolled students.
- Only 61 percent of the enrolled students were present on register.
- Only 55 per cent of the enrolled students were present on the day of the visit.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.
- More than 38 percent students were found absent due to other reasons.
- More than 34 percent students were found absent due to their involvement in agricultural activities. This should be discussed in length in PTAs frequently.
- Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of parent's teachers meeting was minimum in this respect. There should be more concerted efforts and in each primary school to improve students attendance. There should be more efficient and regular monitoring system to check students attendance.
- The implementation of students test as per prescribed norms is found in most of the cases of primary and upper primary schools. But the performance of 8 percent and 14 percent students in an exclusive test has been very poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.

- 1 per cent to more than 2 percent of the total enrolled students have not found to be enrolled as per prescribed age norms in upper primary and primary schools respectively. The respective VECs may take up required action to streamline the student's enrollment at the suitable age.
- Over all left out rate ranged from 1.18 to 0.70 percent in primary and upper primary schools but this is higher (2.11 percent) among boys of primary schools.
- On an average 6 to 2 student per school are studying (repeating) in the same classes in primary and upper primary schools.
- The girls' left out rate is higher (0.50) in upper primary schools. The overall left out rate is higher among boys.
- Hence, it should be considered with the introduction of new programmes to control the same.
- Enrollment of existing CWSN is low (58 percent) in the district.
- There was no availability of appliances and aids to either of the enrolled students. Further if any case the above facilities are available, it cannot be utilized properly in the absence of required ramps in the schools.
- Moreover, number of the parents counseling meetings per school for this has also been found just half, out of enrolled students.
- It is required to enhance the availability of appliances and complete the construction of ramps in the schools.
- About 38 per cent schools did not distribute books in time.
- Main reason was delay in supply from district office and also less number of books supplied in time. Proper coordination between SPO, DPO and school is required.
- The availability of food under MDM programme has not been the problem in the sample schools but the non-availability of food as per menu has been a problem in 62 percent schools. The payment of cooks has not been timely in more than 56 per cent schools.
- Around 36 percent schools are still without kitchen.
- Even those schools where kitchen is there, food is cooked in open ground in majority of the schools.
- 5 percent schools do not have required utensils.
- Despite awareness of cleanliness, it is not followed by the students during MDM.
- More than 76 percent schools are inspected regularly for MDM.

- Only 18.67 percent schools are provided with micro-nutrition supplement.
- Participation of parents and VEC in MDM is not satisfactory in most of the schools.
- Average number of VEC members is found to be low due to under representation of parents.
- The female and caste-wise composition of VEC is as per norms.
- The parent's representation in VECs should be emphasized.
- More than 99 percent members attended VEC meetings with adequate female representation.
- The representation of male SC members was only 16 per cent.
- Only 1 per cent of the primary schools have organized training for VEC members.
- Only 1.23 per cent of the VEC members were trained.
- Attempts should be made to organize training in each school and monitoring should be made for each VEC member.
- In case of primary schools, VECs' role in improving school conditions was found to be good in about 8 per cent schools.
- Their satisfactory role was reported in 68 per cent schools and it was found to be bad in 25 per cent schools.
- VECs' role in improving overall school conditions were found to be good in only 8 percent upper primary schools.
- Their satisfactory role was reported in 47 percent upper primary schools.
- In 45 per cent upper primary schools role was found to be bad in this respect.
- The role of VECs' should be more important for improving school conditions. Hence, VEC members should play more active role in this respect.
- Money has been withdrawn from account in some cases but construction work has not been started yet.
- For different types of constructions, unutilized grants are found.
- Through better monitoring of construction work and fund utilization, expected results can be achieved.
- Most of the VECs did not have school construction related records

- This is one of the main reason of fund misuse and slow progress of construction work in schools.
- Out of 22 schools only 18 had been supervised in case of Primary schools.
- Out of 8 schools only 7 had been supervised in case of Upper Primary schools.
- The satisfactory construction work has been reported in around 95 percent cases.
- The main reason of unsatisfactory work is the slow construction work.
- Strict supervision of construction work is suggested.
- There are 2 KGBV running in the district.
- There are no RBC and NRBC in the district.
- The payment of EGS/AIE teachers has been irregular to some extent.
- The student attendance in the alternative schooling centres is low.
- Most of the EGS/AIE Centres are not functioning properly.
- The Centres are deprived of TLM, MDM and other programmes.
- Proper records are not maintained.
- VEC members are required to be oriented for the development of alternative schooling.
- BRC Coordinators visits were found on an average 36 times in both schools (primary and upper primary school) for providing academic input.
- NPRC coordinators visits were made on an average 43 times in both schools (primary and upper primary school).
- The filled in data capture formats have been sent to the district office.
- General school conditions were found to be better at the primary school level as compared to the upper primary level by the investigators.

CHAPTER I

INTRODUCTION

1.1 About Sarva Shiksha Abhiyan (SSA)

SSA is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the 6 to 14 years age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

1.2 Objectives of Present Study

The present study is regarding the Monitoring and Evaluation of Sarva Shiksha Abhiyan implemented in Sant Kabir Nagar District of Uttar Pradesh. The objectives of the study are:

- (i) Assess the progress of implementation of approved plans at district level and state level.
- (ii) To check progress in achievement of some key outcome indicators through sample study of selected primary, upper primary and alternative schooling system.
- (iii) Verify process and procedures undertaken for the implementation of SSA.

1.3 Scope of Work

The Programmes to be covered include:

- (i) Sarva Shiksha Abhiyan.
- (ii) Achievement Level of Primary and Upper Primary Schools.
- (iii) Mid-Day Meal Scheme.
- (iv) Kasturba Gandhi Balika Vidyalaya.
- (v) National Programme for Education of Girls at Elementary Level.
- (vi) Alternative Schooling etc.

1.4 Study Sample and Design

There are 840 primary, 265 upper primary schools, 12 AIE, 62 EGS, 4 Maktab / Madarsas and 81 cluster model schools for NPEGEL. Besides there are no RBCs and NRBCs. All types of

schools are 1266 in number as presented in Table 1.1. There are 2 Kasturba Gandhi Balika Vidyalaya in the district.

Table 1.1 No of Total Actual Schools in Sant Kabir Nagar District

Sl. No.	Block Name	PS	UPS	Alternate Education					Girls Education		Total
				EGS	AIE	MM	RBC	NRBC	NPEGEL	KGBV	
1.	Baghauli	106	28	9	2	1	-	-	11	-	157
2.	Belharkala	80	23	7	4	-	-	-	7	-	121
3.	Haisar	108	36	7	-	-	-	-	9	1	161
4.	Khalilabad	124	33	7	-	-	-	-	14	1	179
5.	Mehdawal	87	21	8	-	-	-	-	9	-	125
6.	Nathnagar	140	44	10	1	-	-	-	12	-	207
7.	Pauli	66	28	7	2	-	-	-	7	-	110
8.	Semariyava	112	45	7	3	1	-	-	12	-	180
9.	Hariharpur (U.T)	4	2	-	-	-	-	-	-	-	6
10.	Khalilabad (U.N)	7	1	-	-	1	-	-	-	-	9
11.	Maghar (U.T)	3	2	-	-	1	-	-	-	-	6
12.	Mehdawal (U.T)	3	2	-	-	-	-	-	-	-	5
Total		840	265	62	12	4	-	-	81	2	1266
No. of Sample Schools		75	25	4	2	1	-	-	5	1	113
% of Sample Schools		8.93	9.43	6.45	16.67	25.00	-	-	6.17	50.00	8.93

Source: SSA Programme, BSA Office, District- Sant Kabir Nagar.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 75 primary and 25 upper primary schools, 4 EGS, 2 AIE and 1 Madarsa. Apart from these, 5 NPEGEL Centres out of 25 centres running in upper primary schools of the district have also been covered in the sample. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Table 1.2: No. of Sample Schools in Sant Kabir Nagar District

Sl. No.	Name of Blocks	Primary Schools	Upper Primary Schools	NPEGEL	EGS	AIE	Madarsa	KGBV	Bridge course		Total
									RBC	NRBC	
1.	Baghauli Schools/Centre	106 (22.95)	28 (19.31)	11 (25.00)	9 (26.47)	2 (33.33)	1 (25.00)	-	-	-	157 (22.56)
	Sample no of Schools	17 (22.67)	4 (16.00)	1 (20.00)	2 (50.00)	1 (50.00)	-	-	-	-	25 (22.12)
2.	Mehdawal Schools/Centre	87 (18.83)	21 (14.48)	9 (20.45)	8 (23.53)	-	-	-	-	-	125 (17.96)
	Sample no of Schools	14 (18.67)	5 (20.00)	-	2 (50.00)	-	-	-	-	-	21 (18.59)
3.	Nathnagar Schools/Centre	140 (30.30)	44 (30.34)	12 (27.27)	10 (29.41)	1 (16.67)	-	-	-	-	207 (29.74)
	Sample no of Schools	24 (32.00)	7 (28.00)	1 (20.00)	-	-	-	-	-	-	32 (28.32)
4.	Semariyawa Schools/Centre	112 (24.24)	45 (31.03)	12 (27.27)	7 (20.59)	3 (50.00)	1 (25.00)	-	-	-	180 (25.86)
	Sample no of Schools	18 (24.00)	8 (32.00)	3 (60.00)	-	1 (50.00)	-	-	-	-	30 (26.55)
5.	Urban Schools/Centre	17 (3.68)	7 (4.83)	-	-	-	2 (50.00)	-	-	-	26 (3.74)
	Sample no of Schools	2 (2.66)	1 (4.00)	-	-	-	1 (100.00)	-	-	-	4 (3.54)
6.	Khalilabad Schools/Centre	-	-	-	-	-	1 (100.00)	-	-	-	1 (0.14)
	Sample no of Schools	-	-	-	-	-	1 (100.00)	-	-	-	1 (0.88)
	Total Schools/Centre	462 (100.00)	145 (100.00)	44 (100.00)	34 (100.00)	6 (100.00)	4 (100.00)	1 (100.00)	-	-	696 (100.00)
	Sample no of Schools	75 (100.00)	25 (100.00)	25 (100.00)	4 (100.00)	2 (100.00)	1 (100.00)	1 (100.00)	-	-	113 (100.00)

Source: SSA Programme, BSA Office, District – Sant Kabir Nagar.

There are 2 Kasturba Gandhi Balika Vidyalaya found functional in the district. The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NPRCs of the district.

Table 1.3: Distance of Sample Schools from B.R.C./N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	<u>BRC</u>			
	a. Within 3 KM	11 (14.67)	5 (20.00)	16 (16.00)
	b. 3 to 5 KM	14 (18.67)	5 (20.00)	19 (19.00)
	c. 5 to 8 KM	25 (33.33)	4 (16.00)	29 (29.00)
	d. Above 8 KM	25 (33.33)	11 (44.00)	36 (36.00)
	Total	75 (100.00)	25 (100.00)	100 (100.00)
2	<u>NPRC</u>			
	a. Within 3 KM	49 (65.33)	15 (60.00)	64 (64.00)
	b. 3 to 5 KM	16 (21.33)	7 (28.00)	23 (23.00)
	c. 5 to 8 KM	9 (12.00)	2 (8.00)	11 (11.00)
	d. Above 8 KM	1 (1.34)	1 (4.00)	2 (2.00)
	Total	75 (100.00)	25 (100.00)	100 (100.00)

Source: Field survey, SSA programme, District Sant Kabir Nagar, U.P.

CHAPTER-II

EDUCATIONAL PROFILE OF SANT KABIR NAGAR DISTRICT

2.1. Introduction:

Sant Kabir Nagar district is one of the 70 districts of Uttar Pradesh state in northern India. Khalilabad town is the district headquarters. Sant Kabir Nagar district is a part of Basti Division. The district is bounded on the north by Siddharthnagar and Maharajganj districts, on the east by Gorakhpur district, on the south by Ambedkar Nagar district and on the west by Basti district. The district occupies an area of 1659.15 km². Sant Kabir Nagar district is accessible from every part of India by road and rail. The population of the district was 14, 24,500 as per census 2001.

It is evident from Table-2.1 that there has been an increment in the literacy rate of the district from 34.95 per cent to 51.71 per cent over the years 1991 and 2001. There has been a marked increase in literacy rate of the district though it was found to be lower than the state average, i.e. 57.36 per cent. The male literacy rate (67.85 per cent) is recorded to be the far higher as compared to the female literacy rate (35.45 per cent) in the district during the year 2001. However, literacy among male and females was recorded to be the lower as compared to the state average during both the decades.

Table-2.1: Literacy Rate of Sant Kabir Nagar and U.P

Sl. No.	Item	Uttar Pradesh		Sant Kabir Nagar District	
		1991	2001	1991	2001
1	Persons	40.7	57.36	34.95	51.71
2	Male	54.8	70.23	51.83	67.85
3	Female	24.4	42.98	16.76	35.45

Source: Census of India, 2001.

2.2. Status of Schools:

As per information available from the office of Basic Shiksha Adhikari, Sant Kabir Nagar, there were 1115 primary and upper primary schools as on 31 March 2007. Out of these, 850 were primary and 265 upper primary schools in the district. Total number of 35 (10 PS and 25 UPS)

was sanctioned for the current financial year of 2007-08. All the sanctioned primary and upper primary schools were opened during this period. Current status of PS & UPS in the district including newly opened schools indicates that there are 1115 schools out of which 850 are primary and 265 upper primary schools (Table-2.2).

Table-2.2: **Details about Opening of Schools**

Sl. No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.07	850	265	1115
2	No. of Schools Sanctioned in current financial year-2007-08	10	25	35
3	No. of Schools Opened in current financial year-2007-08	10	25	35
4	Current Status of School	850	265	1115

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

Findings

- All the sanctioned primary and upper primary schools for the year 2007-08 have been opened during the same year.

2.3 Status of Teaching Staff:

The details about the teaching staff as presented in the Table-2.3 A & B indicated that there were 2584 total sanctioned teachers for primary schools and 696 sanctioned teachers for upper primary schools up to the financial year 2007-08. The actual appointment against the corresponding sanctioned number of primary and upper primary school teachers was found to be 154 and 20 teachers respectively. All the posts sanctioned in primary schools were duly filled. In case of upper primary schools there are 50 sanctioned teachers. Only 20 teachers have been appointed and 30 teachers are left which are still to appointed. The number of sanctioned teachers and the number of actual appointment in primary and upper primary schools in the district further indicated that in case of primary schools, more than 27 percent are sanctioned in the category of headmasters, 20.20 per cent are sanctioned as assistant teachers and remaining 52.35 per cent as shiksha mitra. But the number of actual appointment indicated that 18.83 per cent are appointed as headmaster, 9.74 per cent as assistant teacher and 71.78 per cent shiksha mitra of the total appointment against sanctioned.

In case of upper primary schools 29.57 percent of total sanctioned appointments are for headmasters and remaining 70.43 percent for the assistant teachers. The actual appointment against sanctioned teachers indicated that 22.27 percent of the total available teachers are headmasters and 70.43 percent remaining teachers are assistant teachers.

Table-2.3 A: **Details about Primary School Teachers**

Sl. No.	Details	Primary Schools			
		Teachers as on 31.03.07	Sanctioned during 07-08	Appt. against Sanction	Difference
1	2	3	4	5	6
1	Head Master	667 (27.45)	29 (18.83)	29 (18.83)	-
2	Assistant Teachers	491 (20.20)	15 (9.74)	15 (9.74)	-
3	Shiksha Mitra	1272 (52.35)	110 (71.43)	110 (71.43)	-
4	Total	2430 (100.00)	154 (100.00)	154 (100.00)	-

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

Table-2.3 b: **Details about Upper Primary School Teachers**

Sl. No.	Details	Primary Schools			
		Teachers as on 31.03.07	Sanctioned during 2007-08	Appt. against Sanction	Difference
1	2	3	4	5	6
1	Head Master	191 (29.57)	25 (50.00)	-	25 (83.33)
2	Assistant Teachers	455 (70.43)	25 (50.00)	20 (100.00)	5 (16.67)
	Total	646 (100.00)	50 (100.00)	20 (100.00)	30 (100.00)

Source: Source: Office of the Basic Shiksha Adhikari, District Sant Kabir Nagar.

Findings and suggestions

- All the sanctioned teachers are appointed (100 per cent) at the primary school level
- 40 per cent of the sanctioned teachers are appointed at the upper primary level.
- 60 per cent of the sanctioned teachers in upper primary schools are still to be appointed

2.4. Recruitment of Teachers:

The information relating to the mode of recruitment of teachers in primary and upper primary schools in district Sant Kabir Nagar during 2007-08 as presented in Table-2.4 indicated that 154 appointments in primary schools and 20 appointments at upper primary school were made. Out of total 154 appointments in primary schools, 110 were appointed as shiksha mitra at the VEC level, 29 were appointed as headmasters and remaining 15 were appointed as assistant teachers at the DPO/basic level. As against this, there were only 20 appointments of assistant

teachers at the DPO/basic level in upper primary schools of district Sant Kabir Nagar during the year 2007-08.

It is also relevant to indicate here that these appointments in primary and upper primary schools are less than the sanctioned numbers of appointments at the primary school level, as indicated in Table-2.3A & B.

Table-2.4: Mode of Recruitment of Teachers

Sl. No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2007-08		Appt. at DPO Level	Appt. at VEC Level	No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Head Master	29	-	29	-	-	-	-	-
2	Assistant Teacher	15	-	15	-	20	-	20	-
3	Shiksha Mitra	-	110	-	110	-	-	-	-
4	Total	44	110	44	110	20	-	20	-

Source: SSA programme, BSA, District- Sant Kabir Nagar, U.P.

2.5. Teachers' In Service Training:

In order to maintain teaching standard, the target of teachers training has been fixed for the primary and upper primary schools. As per data presented in Table-2.5, the target for training of 1420 primary school teachers was fixed. Out of these 985 (69.37 per cent) were provided training up to 31.10.07. In case of upper primary schools, target to provide training for 1064 teachers was decided. As against this target, no training was provided to the teachers till 31.10.07.

Table-2.5: Details about In Service Training of PS & UPS Teachers

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.10.07	Balance/ Left	Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.10.07	Balance/ Left
1	2	3	4	5	6	7	8
1	Headmaster	407	-	407	265	-	265
2	Assistant Teachers	1013	985	28	799	-	799
3	Shiksha Mitra	-	-	-	-	-	-
	Total	1420	985	435	1064	-	1064

Source: SSA programme, BSA, District- Sant Kabir Nagar, U.P.

Findings and Suggestion

- In service training was largely lacking.
- More teachers need to be provided In-service training.

2.6. Teachers' Orientation Training:

A target of orientation training for 124 primary school teachers belonging to the category of shiksha mitra has been fixed for the year 2007-08. The orientation-training Programme, of 30 days has been provided to 122 shiksha mitras till 31.10.07. As per information shown in Table-2.6, there were 2 teachers who were yet to be given orientation training.

Table-2.6: Teachers' Orientation Training

Sl. No.	Details	Primary Schools		
		Target No. of Teachers for Training	No. of Teachers provided Training as on 31.10.07	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant teachers	-	-	-
3	Shiksha mitra	124	122	2
	Total	124	122	2

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

Findings and Suggestion

- Orientation training has been provided to adequate number of teachers at primary school level.
- Orientation training needs to be given to larger number of primary schools teachers.

2.7. Teachers Learning Material (TLM) Grant:

As per information given in Table-2.7, 2430 and 646 teachers belonging to primary and upper primary schools respectively were found eligible to receive TLM grant during the financial year 2007-08. A total of Rs.5.79 Lakh was given as TLM grant to 1158 eligible primary schools teachers. Along with this, Rs. 3.23 Lakh was given to all the upper primary school teachers (646 in number). The date of receipt of TLM grant was October 30 2007, for the primary as well as upper primary school teachers.

Table-2.7: Details about TLM Grant

Sl. No.	Details	PS	UPS
1	No. of teachers eligible to receive TLM grants in financial year 2007-08	2430	646
2	Total grant sent by BSA to VECs accounts	Rs.579000	Rs.323000
3	Date of release of TLM Grant	30/10/2007	30/10/2007
4	No. of teachers covered	1158	646

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

2.8. Distribution of Text Books:

The Information regarding textbooks distribution (Table-2.8) indicated that books were distributed among 163728 children of primary schools of the district in the month of July 2007. Out of Total recipient students, 84394 were girls (51.54 per cent) and 26455 (16.16 per cent) were boys belonging to SC category. Apart from this, free textbooks have also been distributed among 52879 students of primary schools from state government funds.

In case of upper primary schools textbooks were distributed among 252016 students. Out of these 41695 (16.54 per cent) were boys belonging to SC category and 127394 (50.55 per cent) were girl students. Apart from this, free textbooks have also been distributed among 18450 students of upper primary schools from state government funds.

Table-2.8: Details About Text Books Distribution

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	2	3	4	5	6	7	8
1	No. of children to whom free text books have been distributed	163728	26455	84394	252016	41695	127394
2	No. of children received free text books from SSA Programme	110849	26455	84394	169089	41695	127394
3	No. of children received free text books from State Govt. Funds	52879	-	82927	-	-	-
4	Actual date of text books distributed to the district level and to schools	From June Last Week to July Last Week Distribution- After 3 days (August first week)					

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

2.9. Number of Children and their Enrolment in Schools

A household Child-Survey was conducted during September 2007 in the district, for assessing the number of children in the age group of 6-11 and 11-14 years. In the age group of 6-11 years, total numbers of 250278 children were found. Out of these 52.37 per cent were boys and remaining 47.63 per cent were girls. The number of students in the age group of 11-14 years was recorded to be less than earlier group(6-11years), i.e. 102998. There were 58.41 per cent boys and 41.59 per cent girls in total number of children in this age group.

These figures are presented in the Table-2.9, which further indicated that 98.21 per cent of total children of 6-11 years age group were enrolled in schools. In case of children falling in 11-14 years group, enrolment ranged from 96.09 per cent among boys to 98.89 per cent out of girls as on September 30, 2007.

Table-2.9: Details of Children and their Enrolment in Schools

Age group of children		Total No of children as per household survey Sep.-2007	Total No of children enrollment as per 30.09. 2007
6-11 Years	Boys	131083 (52.37)	128989 (52.48)
	Girls	119195 (47.63)	116816 (47.52)
	Total	250278 (100.00)	245805 (100.00)
11-14 Years	Boys	60158 (58.41)	57805 (57.71)
	Girls	42840 (41.59)	42363 (42.29)
	Total	102998 (100.00)	100168 (100.00)

Source: SSA Programme, BSA, District- Sant Kabir Nagar U.P.

Findings and Suggestion

- High enrollment of school-age children has been found in Sant Kabir Nagar district.
- However, the enrollment of girls as against the boys is relatively lower.
- Girls' enrollment needs to be increased in Sant Kabir Nagar district.

2.10. Civil Works:

The construction of school buildings is in progress for primary and upper primary schools. It has been shown in Table-2.10. The available information indicates that construction of 10 new primary schools and 25 upper primary schools was sanctioned for the financial year 2007-08 in the district. It has been reported that there was no work in progress during visit. Construction of all 10 Primary and 25 upper primary schools have not been started yet due to adverse comments of evaluating agency. Apart from this, the sanction has been given for additional 340 rooms in existing primary schools in the financial year 2007-08. There was no work in progress in all 340 Primary schools, as the work could not be started as yet in all these Primary schools. The reason for not initiating construction of 340 rooms in primary schools of the district has been attributed to the non-availability of space in school premises.

In case of existing upper primary schools, 80 additional rooms were sanctioned for construction during the financial year 2007-08. The construction work of additional 80 rooms in these schools was reported to have not been initiated. The work could not start as yet for all these rooms in upper primary schools due to the non-availability of space in school premises. The technical supervision of civil works of primary and upper primary schools is done by the Junior Engineers of Rural Engineering Services (RES), but the proper technical guidance during the construction is not provided by these JEs as reported by the BSA and other officials.

Table-2.10: Status of Civil Work Sanctioned for the Financial Year 2007-08

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	10	-	-	10	Not according to standard
2	New Upper Primary Schools	25	-	-	25	Not according to standard
3	Additional Rooms for Primary Schools	340	-	-	340	Non availability of space
4	Additional Rooms for Upper Primary Schools	80	-	-	80	Non availability of space

Source: SSA Programme, BSA, District- Sant Kabir Nagar U.P.

Findings and Suggestions

- Construction in primary and upper primary schools is pending in large number of cases.
- The reasons for pending construction work need to be taken into consideration.
- Construction in primary and upper primary schools building and extra rooms is also not started in large number of cases.
- It needs to be started.
- The involvement of teachers in such activities needs to be minimized.

2.11. School Grants:

The details as presented in Table-2.11 indicate that the grant of primary and upper primary schools was not approved for the year 2007-08. Out of total schools, no school received the grants for the year 2007-08. No funds have been released for any of the schools of the district. Further no funds have been transferred to the VEC accounts on August 2007. Since no amount was released therefore it could not be utilized for the primary and upper primary schools. There was no centralized purchase for schools from this grant by the BSA.

Table-2.11: Details about School Grants

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2007-08	-	-	-
2	No. of schools to whom funds have been released	-	-	-
3	Date of release the grant to VEC accounts	-	-	-
4	Released amount (Rs. In lakhs)	-	-	-
5	Amount utilized by VECs upto 31.10.07 (Rs. In lakhs)	-	-	-
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	2	2	2
7	If yes	-	-	-
	a. For What purpose	-	-	-
	b. Amount utilized (Rs. In lakhs)	-	-	-

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

Note : No amount was released as school grant upto 31st October 2007. Only maintenance grant was released in June 2007 (PS- Rs 40.75 lac & UPS- Rs 12.70 lac).

2.12. Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) Centres:

There has been a sanction of 110 EGS/AIE centers for the financial year 2006 - 2007 in Sant Kabir Nagar district. All of these 110 EGS/AIE centers were opened/ in position during that period. Besides this, 87 EGS/AIE centers were sanctioned during the financial year 2007-08. Table-2.12 containing this information indicates that only 78 Centres were reported in position as against 87, which are sanctioned during this financial year. Thus, there are 78 EGS/AIE centers found in position in Sant Kabir Nagar. There have also been provisions of upgrading EGS to new primary schools but there none of the EGS/AIE centres was upgraded as primary schools.

Table-2.12: Details about EGS/AIE Centres

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2007	110	110
2	No. of EGS/AIE centers in the financial year 2007-08	87	78
3	No. of EGS/AIE centers to be upgraded in the financial year 2007-08	-	-
4	No. of teachers sanctioned for new upgraded primary schools	-	-

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

2.13 Students Enrollment in the EGS/AIE Centres:

The information regarding enrolment status in EGS/AIE centers of Sant Kabir Nagar district as presented in Table- 2.13 indicated that 1336 children were enrolled in these Centres as on 30.09.2007. Out of the total enrolled children, 448 (33.53 per cent) belonged to the scheduled caste, 344 (25.75 per cent) to the OBC, 538 (40.27 per cent) to minority and 6 (0.45 percent) to the other category of population.

Table-2.13: Details about Children's Enrollment in the EGS/AIE Centres

Sl.No.	Social Group	Target for 2007-08	Enrolled as on 30.09.2007	Difference
1	2	3	4	5
1	SC	-	448	-
2	ST	-	-	-
3	OBC	-	344	-
4	Minority	-	538	-
5	Others	-	6	-
6	Total	-	1336	-

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

2.14. Training to the Education Volunteers (EVs):

There were 78 EVs reported to be working in the district of Sant Kabir Nagar and all of them are trained. All the EVs have received Inductional Refresher Training, which is imparted for 15 days during the year. They have been given training by DIET. The training provided to the EVs is found to be sufficient as per standard laid down by SPO. It was reported that all the trainees have been given academic support by BRC/NPRC.

Data regarding educational qualification have not been provided by the BSA Sant Kabir Nagar. All the EGS/AIE centers running in the district have a coordinator who has been oriented. The monitoring of existing EGS/AIE centers is done through a format supplied at the district level by SPO.

2.15. Children Mainstreamed From EGS/AIE Centres:

There were no children mainstreamed from EGS/AIE centers as on 30.09.2007 in the current financial year 2007-08. During the last academic year 1638 children were mainstreamed in the government schools in the district (Table-2.14). Free books for all subjects were distributed to the children of EGS/AIE centers. The district level information provided by the BSA shows that Textbooks were being used in all the centers.

Table-2.14: Children Mainstreamed from EGS/AIE Centres

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.2007 in the current financial year 2007-08	-	-
2	Details of the last academic year 2007-08	1638	-
	1. Mainstreaming in private schools	-	-
	2. Mainstreaming in Govt. aided schools	-	-
	3. Mainstreaming in Govt. schools	1638	-

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

2.16. BRC/NPRC:

The details of BRC and NPRCs in case of Sant Kabir Nagar district have been presented in Table-2.15. There were 8 BRCs and 77 NPRCs recorded on 31.03.07 during the financial year 2006 - 07 and also during 2007 - 08. Along with this, there were 8 BRC coordinators and 8 assistant coordinators. In case of NPRCs each centre is having one coordinator.

Table-2.15: Details about BRC/NPRC

Sl.No.	Details	Sanctioned	Opened / In Position
1	No. of BRC centres as on 31.03.07	8	8
2	No. of NPRC centres as on 31.03.07	77	77
3	No. of BRC centres in the financial year 2007-08	8	*
4	No. of NPRC centres in the financial year 2007-08	77	*
5	Details of staff in BRC: a. Coordinators	8	*
	b. Asst. Coordinator	8	*
	c. Others	-	-
6	Details of staff in NPRC: Coordinators	77	-

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

* : The coordinators of BRCC & NPRCC were working as information incharge till new selection is not being made.

2.17. Children With Special Needs (CWSN):

There were 2251 CWSN children identified in the financial year 2007-08. None of the children out of the total CWSN children have been provided with aids and appliances during the financial year 2006-07. There were 21 resource teachers identified in the year 2007-08 (Table-2.16). Apart from these, there was no district coordinator appointed for IED . There were 111 schools in the district where ramps were constructed. Out of these, 99 ramps were in primary schools and 12 ramps in upper primary schools. There was no counseling provided to the parents of CWSN children during current financial year i.e. 2007-08.

Table-2.16: Children With Special Needs (CWSN)

Sl.No.	Details	Male	Female	Total
1	No. of CWSN children identified in financial year 2007-08	-	-	2251
2	No. of children who have been provided with aids and appliances in financial year 2007-08	-	-	-
3	No. of resource teachers identified	-	-	21
4	No. of Itinerant teachers identified	-	-	-

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

Major Finding and Suggestion

- None of the children out of total CWSN children were provided with aids and appliances during 2007-08.
- Large number of ramps still needs to be constructed in the schools with CWSN.
- The additional rooms also required to be attached with ramps where the CWSN are there.
- Counseling should be provided to the parents of CWSN children.

2.18. National Programme for Education of Girls at Elementary Level (NPEGEL):

As per details presented in Table-2.17, there was no information provided regarding the target of model school clusters for the year 2007 – 08 and these clusters popularly known as Meena Manch were not functioning in the district as on 30.09.2007. According to the information available, 14 clusters were to be provided with the drinking water and toilet facilities, and 14 schools were added with additional class rooms as per the data provided by the BSA office. But none of these targets was fulfilled in any of these model school cluster.

Appointment of a gender coordinator is sanctioned in the district but currently is not in position. Monitoring systems to check the progress in girls' education interventions were also implemented.

Table-2.17: National Programme for Education of Girls at Elementary Level

Sl. No.	Details of Facilities	Target for 2007-08	Made Functional as on 30.09.2007	Difference
1	2	3	4	5
1	Number of Model Schools Clusters	-	-	-
2	No. of additional class rooms to be aided.	14	-	-
3	No of model clusters with drinking water	14	-	-
4	No of model clusters with toilet facility	14	-	-
5	No of model clusters with electrification	-	-	-
6	Quantum of funds to be released	-	-	-
7	No. of ECCE centers operational under Innovation Head funds	-	-	-
8	No. of ECCE centers operational under NPEGEL	-	-	-

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

Note : Total no of model clusters proposed since last year i.e 77 NPEGEL in Rural area & 4 NPEGEL in Urban area are currently functioning.

Major findings and suggestions

- BSA was reluctant to provide any information regarding the functioning of NPEGEL in the district.
- BSA should be made responsible to provide information in this regard.
- There was no effort to fulfill the targets for the functioning of model cluster school.

2.19. Kasturba Gandhi Balika Vidyalaya (KGBV):

The numbers of KGBV sanctioned in the district were 3 but only 2 were made functional in the year 2007 – 08. However the land has not been identified as yet for these 2 KGBVs .

The positions of two warden cum teacher, along with this 8 full time teachers, 6 part time teachers and 6 support staff (accountant/assistant, peon, chaukidar and cook) were sanctioned. Out

of these, 2 posts of warden cum teacher has been filled and 3 posts of each, part and full time teachers has also been filled. Further 5 supporting staff members are in position as compared to 6 posts sanctioned (Table-2.19).

Table 2.18: Details about KGBV

Sl. No.	Details	Sanctioned for 2007-08	Made Functional as on 30.09.07	Difference
1.	Number of KGBV	3	2	1

Source: : SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

Table-2.19: Teaching and Other Staff in KGBV

Sl.No.	Staff	Sanctioned	In Position
1	Warden cum Teachers	2	2
2	Full time Teachers	8	3
3	Part time Teachers	6	3
4	Support Staff (accountant/assistant, peon, chowkidar and cook)	6	5

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

Suggestion

- All sanctioned posts of KGBVs should be filled and made functional quickly.

2.20. Details about District Information System for Education (DISE) / Educational Monitoring and Information System (EMIS):

The district has EMIS set up but not provided with the requisite computers and computer operators. The data formats have been supplied to all the schools. The data collected and compiled are not being regularly sent to the State Project Director as reported by the BSA. The BRC coordinators have been entrusted with the task to verify 5 percent of the data collected in the district. CRC/BRC coordinators of the district have been trained for this work. The training was imparted in August 2007, at BR centers.

2.21 Functioning of Village Education Committees (VEC):

There are 582 village/school level education committees in the district where members of VEC have not been trained for its proper functioning.

2.22 Staffing at District Level SSA Office:

The district has full-fledged staffing for running SSA programme. The position of Expert BSA, AAO, DC-6 (all 6 in position), Computer Operator and MIS incharge were sanctioned but

only BSA, DC and AAO officials are appointed (accept Accountant, Steno, Clerk cum Typist, Peon and Driver) in Sant Kabir Nagar district.

Table-2.20: **Details about District Level Officials**

Sl.No.	Name of the post category wise under SSA in District Office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	6	6
4	Accountant/ Assistant Accountant	1	-
5	Computer Operator	1	-
6	EMIS Incharge	1	-
7	Steno	1	-
8	Clerk cum Typist	1	-
9	Peon	1	-
10	Driver	1	-

Source: SSA Programme, BSA, District- Sant Kabir Nagar, U.P.

Findings and suggestions

- EMIS set up of the district is not provided with required computer and operator.
- The collected data through EMIS are not being sent to SPD.
- VEC members have not been trained for its proper functioning.
- The sanctioned positions of district level officials are vacant in about 50 per cent cases.

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CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Primary Schools

Out of total sample schools, about 73 per cent have been established before ten years. 80 per cent primary schools and 52 per cent upper primary schools were established ten years back or even before. On an average, rest of the 27 per cent sample schools was established within 10 years. As against this, more than 50 per cent schools were constructed within last 10 year. In case of primary and upper primary schools, 41 per cent and 64 per cent school have been constructed during last 10 years in Sant Kabir Nagar district.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1.	Less than 2 year (2007-08 to 2005-06)	1 (1.33)	2 (2.67)	2 (8.00)	3 (12.00)	3 (3.00)	5 (5.00)
2.	2 Years to 5 years (2004-05 to 2002-03)	4 (5.33)	11 (14.67)	9 (36.00)	10 (40.00)	13 (13.00)	21 (21.00)
3.	5 years to 10 year (2001-02 to 1997-98)	10 (13.34)	18 (24.00)	1 (4.00)	3 (12.00)	11 (11.00)	21 (21.00)
4.	10 year + (Before 1996-07)	60 (80.00)	44 (58.66)	13 (52.00)	9 (36.00)	73 (73.00)	53 (53.00)
	No. of Total Schools	75 (100.00)	75 (100.00)	25 (100.00)	25 (100.00)	100 (100.00)	100 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- Most of the primary schools (80 per cent) were established before ten years and the construction of only around 59 percent of total primary schools was done before ten years.
- In case of upper primary schools, only 52 percent schools have been established before ten years and only 36 per cent of them were constructed before ten years.
- This shows the most of the constructions were for completing backlogs.
- More emphasis is required on the establishment of new schools and subsequently their construction.

3.2 Availability and Utilization of Classrooms

Availability of classrooms and their utilization is presented in Table 3.2, which shows that maximum 10 rooms are available in three primary schools out of 75 sample schools in the district

of Sant Kabir Nagar. But the use of school rooms as classroom is recorded to be 9 as maximum only in one sample primary school of the district. The availability of four rooms is found in maximum number (20) of sample primary schools constituting 26.67 per cent. But at the same time use of three rooms for classrooms is recorded 32.00 per cent in 75 samples of primary schools. The availability of two rooms in primary schools is seen only in case of 4 schools, constituting 5.33 per cent of the sample. But the use of three rooms for class teaching is found in maximum 24 schools covering 32.00 per cent. The availability of five, six, seven, eight, nine and ten rooms in three primary schools ranged from 18.00 per cent to 4.00 per cent schools but the use of these for classrooms is recorded quite low as is evident from Table 3.2.

In case of upper primary schools, a minimum of 3 rooms is recorded in 7 schools out of existing 25 sample schools. The maximum 10 rooms are also found in 5 schools. But the number of rooms for classroom teaching ranged from 3 to 10. A maximum of 40 per cent sample schools have 3 rooms for teaching. Rest of the 12.00, 4.00, 24.00, 8.00 and 12.00 per cent schools have 4, 5, 6, 8 and 10 rooms, respectively for class room teaching.

Table 3.2: Availability and Utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	0 (0.00)	0(0.00)	0(0.00)	0(0.00)
02	4(5.33)	8 (10.67)	-	-
03	15(20.00)	24(32.00)	7(28.00)	10(40.00)
04	20(26.67)	23(30.67)	3(12.00)	3(12.00)
05	11(14.67)	12(16.00)	2(8.00)	1(4.00)
06	13(17.33)	3(4.00)	4 (16.00)	6(24.00)
07	4(5.33)	3(4.00)	-	-
08	3(4.00)	1(1.33)	2(8.00)	2(8.00)
09	2(2.67)	1(1.33)	2(8.00)	-
10	3(4.00)	0(0.00)	5(20.00)	3(12.00)
11	-	-	-	-
No. of Total Schools	75 (100.00)	75 (100.00)	25 (100.00)	25 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- The maximum of 20 (26.67 per cent) of the sample primary and 7 (28 per cent) upper primary schools have on an average 3 rooms available.
- But more than 32 per cent primary schools use three rooms and 40 per cent upper primary schools too use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.

3.3 Availability of Infrastructure in Schools

In case of sample primary schools only 12 per cent have school boundaries. But the availability of playground is recorded 65.33 per cent in schools. Sports items are also found in 65.33 per cent primary schools. The availability of mats and furniture in classrooms is found to be good, i.e. 97.33 per cent. Further, blackboard is available in all sample (75) primary schools. Despite the availability of sports items, their use is found only in 89.79 per cent schools. Around 99 per cent primary schools have verandah in the school building. Majority of the schools (60.00 per cent) have one verandah and 38.67 per cent have more than one (Table 3.3).

As against primary schools, a higher percentage of sample upper primary schools have boundary (80 per cent). But the playground is available only in 32 per cent schools. The availability of sports items is found in all sample schools comprising 100 per cent. In the schools having with sports items their use is confined to 84 per cent. The availability of mats and furniture is (100.00 per cent) in upper primary schools as compared to the primary schools. The blackboards are found in 100.00 per cent schools. As far as verandah is concerned, 92 per cent upper primary schools have single verandah and 8 per cent schools have more than one verandah.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play Ground	49 (65.33)	26 (34.67)	8 (32.00)	17 (68.00)	57 (57.00)	43 (43.00)
Boundaries	9 (12.00)	66 (88.00)	20 (80.00)	5 (20.00)	29 (29.00)	71 (71.00)
Availability of Sport Items	49 (65.33)	26 (34.67)	25 (100.00)	-	74 (74.00)	26 (26.00)
Proper availability of Mats/Furniture	73 (97.33)	2 (2.67)	25 (100.00)	-	98 (98.00)	2 (2.00)
Black Board in Class Rooms	75 (100.00)	-	25 (100.00)	-	100 (100.00)	-
Use of Sport Items	44 (89.79)	5 (10.29)	21 (84.00)	4 (16.00)	65 (65.00)	9 (12.16)
Schools without Verandah	1 (1.33)		-		-	
Schools with one Verandah	45 (60.00)		23 (92.00)		-	
Schools with More than one Verandah	29 (38.67)		2 (8.00)		-	

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- Only about 57 per cent schools have play ground.
- 29 per cent schools are with boundary walls.
- 74 per cent schools have sports items.
- The available sports items are used by students only in 65 per cent schools.
- 98 per cent schools have mats and furniture.
- 100 per cent schools have classroom blackboards.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.

3.4 Availability of Drinking Water

The information relating to the drinking water and toilet facilities in the all 840 primary and 265 upper primary schools of the district indicated convergence of drinking water facilities with Swajaldhara and toilet facilities with the Total Sanitation Campaign.

92 per cent primary schools in the sample have drinking water facility. 88 per cent found in upper primary schools. Out of existing drinking water facilities, about 29 per cent have been arranged through Swajaldhara and 42 percent by other sources. Thus, 28 per cent drinking water facilities have been created through SSA funds.

Table 3.4: Drinking Water Facility

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes	No		Yes	No		Yes	No	
Facility available	69 (92.00)	6 (8.00)		22 (88.00)	3 (12.00)		91 (91.00)	9 (9.00)	
Scheme	Swajaldhara	SSA	Others (Various Nidh)	Swajaldhara	SSA	Others (various Nidhi)	Swajaldhara	SSA	Others (various Nidhi)
Drinking Water	12 (28.99)	19 (27.54)	30 (43.48)	6 (27.27)	8 (36.36)	8 (36.36)	26 (28.57)	27 (29.67)	38 (41.76)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- The availability of drinking water facility is more in primary schools (i.e 92 per cent) as compared to 88 per cent in upper primary schools.
- The convergence of drinking water facility with Swajaldhara has been about 29 per cent.
- 28 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all primary and upper primary schools.

3.5 Toilet Facility

The toilet facilities are available to, more than 87 per cent boys and 100 per cent girls, at the primary school level. At the upper primary level, the condition is quite well for boys. It is available to 90.91 per cent boys and 100 per cent girls. The available toilet facility is provided through SSA for 64 per cent sample schools at upper primary level and for about 35 per cent schools at the primary level. More than 35 per cent and 27 per cent facilities are made available through Total Sanitation Programme at primary school level and upper primary school level, respectively.

Table 3.5: Toilet Facility

Particulars	Primary Schools				Upper Primary Schools			
	Total Schools		Status of Toilet		Total Schools		Status of Toilet	
	With Toilet	Without Toilet	Boys	Girls	With Toilet	Without Toilet	Boys	Girls
Facility available	57 (76.00)	18 (24.00)	50 (87.72)	57 (100.00)	22 (88.00)	3 (12.00)	20 (90.91)	22 (100.00)
Scheme	TSS	SSA	Others		TSS	SSA	Others	
Toilet	20 (35.09)	20 (35.09)	17 (29.82)		6 (27.27)	14 (63.64)	2 (9.09)	

Source: Field survey, SSA programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions:

- Toilet facilities are available, to 87.72 per cent for boys and 100 per cent for girls at primary level.
- At upper primary level, the toilet facilities having 90.91 per cent for boys and 100 per cent for girls.
- For providing the facility, the TSP convergence should be utilized, as it is relatively low at present.

In course of survey it is revealed that many existing toilets are not in use because of multiple reasons. Around 21 per cent existing toilet facilities are not in use at primary and upper primary schools. These are on account of improper maintenance of toilet facilities.

Table 3.6: Reason For Non-use of toilets

	Primary	Upper Primary	Total
Toilets always Locked	5(19.23)	1(33.33)	6(20.69)
Shock pit Filled	8(30.77)	1(33.33)	9(31.03)
Door and Seats has Creaked	8(30.77)	1(33.34)	9(31.03)
Other	5(19.23)	-	5 (17.24)
Total	26 (100.00)	3 (100.00)	29 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- The toilet facilities are not used in about 19 percent of primary and in about 33 percent of upper primary schools.
- More or less, in around 21 percent schools, toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.

3.6 School Environment

93 per cent primary and all (i.e 100 per cent) upper primary schools have good atmosphere and in all 100 per cent schools, students are satisfied with proper ventilation in the classrooms. In 87 per cent schools at the primary and upper primary levels, proper space for students sitting is reported. But the health facilities are reported to be provided during the last six months only in 16 per cent sample schools.

Table No. 3.7: **Environment at the schools**

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	70 (93.33)	5 (6.67)	25 (100.00)	-	95 (95.00)	5 (5.00)
Proper ventilation in Classrooms	75 (100.00)	-	25 (100.00)	-	100 (100.00)	-
Proper Space in Class room for sitting to student	63 (84.00)	12 (16.00)	24 (96.00)	1 (4.00)	87 (87.00)	13 (13.00)
Schools provided health facilities last 6 month	10 (13.33)	65 (86.67)	6 (24.00)	19 (76.00)	16 (16.00)	84 (84.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- Overall school environment is found to be good but provision of health facilities in school is not attended properly. This should be taken up more frequently.

3.7 Condition of School Building

Survey results indicate 7 per cent school buildings are in bad condition. In case of upper primary schools, the condition is quite satisfactory and in the primary schools, it is 9.33 per cent (bad condition).

Table 3.8: Condition of School Building

Type of Schools	Good	Satisfactory	Bad	Total
Primary School	16 [21.33]	52 [69.34]	7 [9.33]	75 [75.00]
Upper Primary Schools	6 [24.00]	19 [76.00]	-	25 [25.00]
Total	22 [22.00]	71 [71.00]	7 [7.00]	100 [100.00]

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P

Findings and Suggestions

- 9 per cent primary school buildings are in bad shape.
- The condition of school buildings at the upper primary level is quite satisfactory.
- In view of this special provision of repairs should be made to consider the students safety.

3.8 Reasons for Bad Condition

On an average, out of sample primary schools which are in bad conditions, in 43 per cent cases quality of construction is not found good as cracks are developed in roofs in primary schools. Further, in 57 per cent primary schools there is non-availability of doors and windows also.

Table 3.9: Reasons for Bad Condition

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Others	Total
Primary School	3 (42.86)	-	4 (57.14)	-	7 (100.00)
Upper Primary Schools	-	-	-	-	-
Total	3 (42.86)	-	4 (57.14)	-	7 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P

Findings and Suggestions

- Out of total schools which are in bad condition, in 43 per cent schools, which are in bad conditions, there are cracks in roof and in 57 per cent non-availability of doors and windows exist. This may cause accidents. In view of this, the repair work should be taken up.

CHAPTER IV

TEACHER TRAINING AND ENROLMENT

4.1 In Position Teachers and Attendance

The survey and its results have shown a gap between sanctioned number of teachers and actual working teachers in the sample primary schools of Sant Kabir Nagar. The average number of sanctioned teachers turns out to be around 5 in each primary school. The average number of sanctioned Head Master, Assistant Teachers and Shiksha Mitra is 1, 2 and 2 respectively, in each category. But the average number of teachers holding position presently turns out to be lower than this as shown in table 4.1.

Average number of teachers found present on the day of visit is more than 2 teachers in each of the sample primary schools. The main reason for absenteeism of the teachers' (in case of Shiksha mitra) has been their involvement in training programmes (15 percent) and due to sickness (30 percent). Apart from this, teachers were absent due to school related extra work (20 percent), on leave (30 percent) and others reasons contributes 5.00 percent on the day of visit. There are no habitual absentees found in primary schools as per the information available.

Table 4.1: Teachers and Their Attendance in Primary School

Sl. No.	Particulars	Head Master	Asst. Teacher	Shiksha Mitra	Total
1	No. Of sanctioned teachers	75 (21.00)	146 (40.90)	136 (38.10)	357 (100.00)
2	Average No. of teachers sanctioned per school	1.00	1.95	1.81	4.76
3	No. Of teachers working in the schools	70 (93.33)	24 (16.44)	125 (91.91)	219 (61.34)
4	Average No. Of teachers working per schools	0.93	0.32	1.67	2.92
5	No. of teachers found present on the day of visit	67 (95.71)	23 (95.83)	109 (87.20)	199 (90.87)
6	Average No. Of teachers found present on the day of visit per schools	0.89	0.31	1.45	2.65
7	Reason of absenteeism	-	-	3(18.75)	3(15.00)
	a. Training	-	-	6(37.50)	6(30.00)
	b. Sickness	-	-	-	-
	c. For salary	-	-	-	-
	d. School related extra work	1(33.33)	1(100.00)	2(12.50)	4(20.00)
	e. On leave	2 (66.67)	-	4(25.00)	6(30.00)
	f. Others	-	-	1(6.25)	1(5.00)
	Total	3 (100.00)	1(100.00)	16(100.00)	20(100.00)
8	Habitual Absentee	-	-	-	-

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

In upper primary school around 90 teachers out of the total sanctioned number are reported in position. A total of 72 teachers at the upper primary level were found to be present on the day of our visit. The main reason of absenteeism is reported to be going for school related extra work about 44 percent and on leave about 44 percent. The teachers absent by other reasons were found to be negligible. Also, the teachers were absent due to the salary related matter constituting about 11 percent.

Table-4.2: **Teachers and Their Attendance in Upper Primary Schools**

Sl. No.	Particulars	Head Master	Asst. Teacher	Total
1	No. of sanctioned teachers	25 (18.12)	113 (81.88)	138 (100.00)
2	Average No. of teachers sanctioned per schools	1.0	4.52	5.52
3	No. of teachers working in the schools	25 (100.00)	65 (57.52)	90 (65.22)
4	Average No. of teachers working per schools	1.0	2.6	3.6
5	No. of teachers found present on the day of visit	21 (84.00)	51 (78.46)	72 (80.00)
6	Average No. of teachers found present on the day of visit per schools	0.84	2.04	2.88
7	Reason of absenteeism	0	0	0
	a. Training	(0.00)	(0.00)	(0.00)
	b. Sickness	0 (0.00)	0 (0.00)	0 (0.00)
	c. For salary	2 (50.00)	0 (0.00)	2 (11.11)
	d. School related extra work	-	8 (57.14)	8 (44.44)
	e. On leave	2 (50.00)	6 (42.86)	8 (44.45)
	f. Others	-	-	-
	g. Total	4 (100.00)	14 (100.00)	18 (100.00)
8	Habitual Absentee	-	-	-

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- The teacher-students ratio is found to be satisfactory (1:64 and 1:63) in primary and upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in primary and upper primary schools.
- Teachers attendance is also not found upto the mark. But there was no habitual absentees recorded.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary as well as upper primary schools.

4.2 Teachers Training

More than 47 percent of the sample primary school teachers reported to have received training in Sant Kabir Nagar. Maximum (70.87 per cent) teachers were trained for library work. Another more than 27 per cent have been imparted training in other assignments and remaining 1.94 per cent received computer training.

In case of upper primary schools, around 7 per cent teachers reported to have received training in Sant Kabir Nagar. Maximum (50 per cent) teachers received training related to library work. Another 50 percent have been imparted training in other assignments. No teacher was imparted training relating to the computer work, learning and teaching methods.

In primary schools about 3 percent of the teachers who attended training programmes and got training in DIET. This is followed by BRC where 89.32 teachers have received training. About 8 per cent received training in NPRC. In case of upper primary schools BRC has been the venue, where all the 6 school teachers have received training constituting about 100 per cent. None of the teachers received training in DIET.

Most of the trainers were found to be BRC coordinators and NPRC coordinators followed by DIET faculty and other faculty for primary as well as upper primary school teachers. The majority teachers attending different training programmes were satisfied with the training inputs. Though, the teachers were satisfied but the coverage of teachers getting training is found to be low in primary and upper primary schools.

An analysis of training duration indicates that more than 72 per cent trainees received training of 1 to 3 days duration, more than 6 percent have 4 to 6 days training and more than 17 percent received training of 7 to 15 days duration.

Table-4.3: Teachers Training

Sl. No.	Particulars	Primary Schools (No of Teachers)	Upper Primary Schools (No of Teachers)	Total (No of Teachers)
1	Types of Training:			
	a. Teaching Learning	-	-	-
	b. Library	73(70.87)	3(50.00)	76(69.72)
	c. Computer	2(1.94)	-	2(1.84)
	d. Other	28(27.19)	3(50.00)	31(28.44)
	e. Total	103(100.00)	6(100.00)	109(100.00)
2	Training Venue:			
	a. DIET	3(2.91)	-	3(2.75)
	b. BRC	92(89.32)	6(100.00)	98(89.91)
	c. NPRC	8(7.77)	0(0.00)	8(7.34)
	d. Other	0 (0.00)	0(0.00)	0(0.00)
	e. Total	103(100.00)	6(100.00)	109(100.00)

Table 4,3 (contd....)

3	Trainers:			
	a. DIET faculty	6(5.82)	2(33.33)	8(7.34)
	b. BRC Coordinator	56(54.37)	3(50.00)	59(54.13)
	c. NPRC Coordinator	17(16.51)	-	17(15.60)
	d. Other	24(23.30)	1(16.67)	25(22.94)
	e. Total	103(100.00)	6(100.00)	109(100.00)
4	Satisfied with training inputs	103(100.00)	6(100.00)	109(100.00)
5	Not satisfied with training inputs	-	-	-
6	Duration of Training:			
	a. 1 to 3 days	74(71.84)	5(83.33)	79(72.48)
	b. 4 to 6 days	6(5.83)	1(16.67)	7(6.42)
	c. 7 to 15 days	19(18.45)	-	19(17.43)
	d. Upto 30 days	4 (3.88)	-	4 (3.67)
	Total teachers trained	103 (100.00)	6 (100.00)	109(100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar , U.P

Findings and Suggestions

- More than 35 percent of working teachers have received training.
- Only 47 percent working teachers in primary schools have received training.
- Around 7 percent of upper primary school teachers have received training.
- More than 72 percent trainees received training of 1 to 3 days duration.
- More than 6 percent trainees received training of 4 to 6 days duration.
- More than 17 percent trainees received training of 7 to 15 days duration.
- Training module lacks training of core subjects like Maths, English.
- Training duration should be longer.
- Low percentages of working teachers are getting training, particularly in upper primary schools.

4.3 Enrolment and attendance

The percentage of enrolled students in total primary schools, identified in the Child Survey was found to more than 98 percent at primary level. In upper primary level, the enrollment was 99 percent. Thus the total enrollment of students up to upper primary schools level was more than 97 percent. However, the same is relatively higher (99 percent) in case of girl students. The student's attendance as per register records varied from 61 percent in primary schools to 51 percent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this. In primary and upper primary schools the attendance was reported to be around 55 percent and 63 percent respectively.

Table 4.4: **Enrollment and Presence of Student**

Sl. No.	Particulars	Total No of Student up to Sep 30, 2007	No. of Enrollment Student according to register	No. of present student according to the register	No. of student present in the date of Visit	No. of schools with low attendance
1	Primary School					
	• No. of Boys	6597 (46.91)	6458 (100.00)	3859 (59.75)	3449 (53.41)	60
	• Average no. of boys per schools	87.96	86.11	51.45	45.98	
	• No. of Girls	7464 (53.08)	7437 (100.00)	4665 (62.72)	4181 (64.28)	
	• Average no. of girls per schools	99.52	99.16	62.20	55.75	
	• No. of Total Students	14061 (100.00)	13895 (100.00)	8524 (61.35)	7630 (54.91)	
	• Average no. of students per school	187.48	185.26	113.65	101.73	

2	Upper Primary School					
	• No. of Boys	3066 (54.01)	3060 (100.00)	1495 (48.85)	1188 (38.82)	21
	• Average no. of boys per schools	122.64	122.40	59.80	47.52	
	• No. of Girls	2610 (45.98)	2597 (100.00)	1369 (52.71)	1433 (55.18)	
	• Average no. of girls per Schools	104.40	103.88	54.76	57.32	
	• No. of Total Students	5676 (100.00)	5657 (100.00)	2864 (50.63)	2621 (46.33)	
	• Average no. of students per school	227.04	226.28	114.56	104.84	

Source: Field survey, SSA programme, District Sant Kabir Nagar, U.P

Findings and Suggestion

- There has been a difference between reported students and enrolled students.
- Only 61 percent of the enrolled students were present on register.
- Only 55 per cent of the enrolled students were present on the day of the visit.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members

The main reason of student's absenteeism is agricultural activity , which are reported to be more than 38 percent in primary schools and about 22 percent in upper primary schools. In 25

percent schools, students were reported to be absent due to their involvement in local fairs/market activities. Absence of students for this reason was larger (28 percent) in upper primary schools as compared to the primary schools (around 25 percent). Other reasons like visiting farms and other family engagements also caused student's absence from the school whose percentage was larger in upper primary schools (45 per cent) as compared to 37 per cent in primary schools.

Table 4.5: Reasons of Absenteeism among Students

Sl No.	Reason for absent	Primary	Upper Primary	Total
1.	Agricultural Activity	23 (38.33)	4 (22.22)	27 (34.62)
2.	Local Fairs/Markets	15 (25.00)	5 (27.78)	20 (25.64)
3.	Discrimination in Facilities	-	1 (5.56)	1 (1.28)
4.	Bad Whether	-	-	-
5.	Occasions	-	-	-
6.	Others	22 (36.67)	8 (44.44)	30 (38.46)
	Total	60 (100.00)	18 (100.00)	78 (100.00)

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, UP

Finding and Suggestions

- More than 38 percent students were found absent due to other reasons.
- More than 34 percent students were found absent due to their involvement in agricultural activities. This should be discussed in length in PTAs frequently.

4.4. Efforts to Improve Students Attendance

Efforts to improve the students' attendance were made by schools VECs and Parents Teacher Association (PTA). In order to improve the attendance about 78 sample schools have interaction with the parents, given notices to the parents and taken other measures. VECs have launched awareness campaign and organized meetings for the same. The role of the PTA in improving the attendance was also negligible.

Table 4.6: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary	Upper Primary	Total
1.	Efforts made by the schools			
	a. Interactions with parents	19 (31.67)	4 (22.22)	23 (29.49)
	b. Through Information Notice	24 (40.00)	13 (72.22)	37 (47.44)
	c. Other	17 (28.33)	1 (5.56)	18 (23.07)
	d. Total	60 (100.00)	18 (100.00)	78 (100.00)
2.	Efforts made by V.E.C.			
	a. Awareness in Community	28 (82.35)	4 (80.00)	28 (87.50)
	b. Meeting of VEC	6 (17.64)	1 (20.00)	4 (12.50)
	c. Others	-	-	-
	d. Total	34 (100.00)	5 (100.00)	32 (100.00)
3.	Efforts made by P.T.A.			
	a. Interaction with parents	10 (83.33)	6 (85.71)	16 (84.21)
	b. Regularly Meeting of P.T.A.	2 (16.67)	1 (14.29)	3 (15.79)
	c. Distribution of Facilities	-	-	-
	d. Other	-	-	-
	e. Total	12 (100.00)	7 (100.00)	19 (100.00)

Source :Field Survey, SSA Programme, District Sant Kabir Nagar, UP

Findings and Suggestions

Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of parent's teachers meeting was minimum in the respect. There should be more concerted efforts and in each primary school to improve students attendance. There should be a more efficient and regular monitoring system to check students attendance.

4.5. Achievement Level of Students

Students test was conducted as per norms in each and every sample school of Sant Kabir Nagar. The implementation of grading system is also made in each case. The grading was done in four categories i.e. A, B, C, D and E. In the test, which was taken in course of field visit in sample schools, the performance of 8 percent students is found to be very poor under "E" category. Also, 14 percent and 27 percent students performance were poor and good that comes under "D" and

"C" categories. Further 31 percent student's performance was under the second category i.e., "B", and 20 percent student's achievement in category "A".

Table 4.7: Achievement Level in Students Test

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1.	Test of Student According to norms in school	75 (100.00)	25 (100.00)	100 (100.00)
2.	Implementation of grading system in school	72 (96.00)	23 (92.00)	95 (95.00)
3.	Achievement level of student 'A'(Excellent)	12 (16.00)	8 (32.00)	20 (20.00)
	'B'(Very Good)	23 (30.67)	8 (32.00)	31 (31.00)
	'C'(Good)	21 (28.00)	6 (24.00)	27 (27.00)
	'D'(Poor)	11 (14.67)	3 (12.00)	14 (14.00)
	'E'(Very Poor)	8 (10.66)	-	8 (8.00)
	Total	75 (100.00)	25 (100.00)	100 (100.00)

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, UP

Findings and Suggestions

The implementation of students test as per prescribed norms is found in most of the cases of primary and upper primary schools. But the performance of 8 percent and 14 percent students in an exclusive test has been very poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.

4.6. Students Behavior with their Teacher

Almost in all the primary schools students' behaviour with their teacher is found to be good and satisfactory (about 100 per cent). In no school, was found bad behaviour with their teachers.

In case of upper primary schools, 4 percent and 96 percent students' behaviour with their teacher is found to be good and satisfactory. No one student was found to be having bad behaviour with their teachers.

Table 4.8: **Behaviour of Students**

Sl No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1.	Good	18 (24.00)	1 (4.00)	19 (19.00)
2.	Satisfactory	57 (76.00)	24 (96.00)	81 (81.00)
3.	Bad	-	-	-
4	Total	75 (100.00)	25 (100.00)	100 (100.00)

Source : Field Survey, SSA Programme, District Sant Kabir Nagar, UP

4.7 **Age of enrolled students and number of left out students**

Enrollment of students in primary school is not found as per age norms in case of 2.32 percent of the total enrolled students in primary schools and about 1.36 percent in upper primary schools. The proportion of the students having more than prescribed age was higher in upper primary school whereas the student with lower age was higher in primary school.

Table 4.9 (a): **Student Enrolled with less or more age group**

Sl. No.	Particulars	Primary Schools		Upper Primary School	
		Less	More	Less	More
1.	No. of Enrolled students with more or less age	287	36	15	62
2.	No. of Schools with less or more age student	17	7	1	2
3.	Average no. of enrolled student with more or less age per school	16.88	5.14	15	31

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, UP

Findings and Suggestions

- 1 per cent to more than 2 percent of the total enrolled students have not found to be enrolled as per prescribed age norms in upper primary and primary schools respectively. The respective VECs may take up required action to streamline the student's enrollment at the suitable age.

There were 14061 students enrolled in sample primary schools and 5676 students in upper primary schools upto 30 September 2007. As against this, only 13895 students in primary schools and 5657 students in upper primary schools were registered as per register during Oct.2007. This indicated 98.82 per cent students were present in primary schools and 99.66 per cent in upper primary schools. There were 1.18 per cent left out students in primary and 0.70 percent in upper primary school as per survey results.

The left out rate is recorded to be higher (2.11 percent) among boys than among girls (0.36 per cent) in primary schools. As against this, the girl's left out rate is higher (0.50 per cent) than the boys at the upper primary school level. Further, net left out students in case of primary schools were reported to be 56 and 5 in case of upper primary schools.

Table 4.9 (b) : **Left out Students during the study in Sample schools**

Particulars	Primary Schools			Upper Primary Schools		
	Boys	Girls	Total	Boys	Girls	Total
No of students enrolled upto Sept 30, 07.	6597 (100.00)	7464 (100.00)	14061 (100.00)	3066 (100.00)	2610 (100.00)	5676 (100.00)
No of students as per register on the month of visit (October 07)	6458 (97.89)	7437 (99.64)	13895 (98.82)	3060 (99.80)	2597 (99.50)	5657 (99.66)
Left out students	139 (2.11)	27 (0.36)	166 (1.18)	6 (0.20)	13 (0.50)	19 (0.70)
Left out students studying in other schools	92 (1.39)	18 (0.24)	110 (0.78)	5 (0.16)	9 (0.34)	14 (0.25)
Net student left out	47 (0.71)	9 (0.12)	56 (0.40)	1 (0.03)	4 (0.15)	5 (0.09)

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, UP

As per survey results, there were found to be 3 primary and 4 upper primary schools where 17 and 7 students respectively were repeating in the same classes. Thus, on an average about 6 students per school at primary school level and 2 students per school at upper primary school level were found to be repeating in same classes.

Table 4.9(c): **Details of Students studying in same class**

Sl. No.	Particulars	Primary School	Upper primary School
1	No. of student studying in same class	17	7
2	No. of schools where students studying in same class	3	4
3	Average no. of student studying in same class per schools	5.67	1.75

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, UP

Findings and Suggestions

- Over all left out rate ranged from 1.18 to 0.70 percent in primary and upper primary schools but this is higher (2.11 percent) among boys of primary schools.
- On an average 6 to 2 students per school are studying (repeating) in the same classes in primary and upper primary schools.
- The girls' left out rate is higher (0.50) in upper primary schools. The overall left out rate is higher among boys.
- Hence, it should be considered with the introduction of new programmes to control the same.

4.7. Children with Special Needs (CWSN)

About 58 percent of school going age group children of the villages is enrolled in the schools. Most of the disabled children (50.83 percent) are boys and remaining (49.17 percent) are girls. More than 59 percent of the disabled students are studying in primary schools in the sample schools. Majority of the disabled children are suffering from legs and other problems.

Table 4.10(a): Children With Special Needs (CWSN)

Sl No.	Particulars	Primary	Upper Primary	Total
1	No. of Disabled Children in Village related to school			
A	Boys	62 (53.91)	30 (45.45)	92 (50.83)
B	Girls	53 (46.09)	36 (54.55)	89 (49.17)
C	Total	115 (100.00)	66 (100.00)	181 (100.00)
2	No. of Enrolled disabled children			
A	Boys	31 (50.00)	14 (32.56)	45 (42.86)
B	Girls	31 (50.00)	29 (67.44)	60 (57.14)
C	Total	62 (100.00)	43 (100.00)	105 (100.00)
3	Types of disability in students			
A	Legs	17 (27.42)	29 (67.44)	46 (43.81)
B	Hand	7 (11.29)	4 (9.30)	11 (10.48)
C	Legs and Hand Both	3 (4.84)	2 (4.65)	5 (4.76)
D	Others	35 (56.45)	8 (18.60)	43 (40.95)
E	Total Disabled Students	62 (100.00)	43 (100.00)	105 (100.00)

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, U.P.

Out of the total enrolled handicapped children, no child was provided with the required appliances and aids. No facilities were made available at the lower primary level as well as the upper primary level. Average number of parents counseling made per school about CWSN cases is also very low. There are 21 percent schools which were having ramps.

Table 4.10(b): Provisions for Children with Special Needs (CWSN)

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Facilities provided to the student			
	a. No. of student with artificial Limbs	-	-	-
	b. Crutches	-	-	-
	c. Tricycles	-	-	-
	d. Wheel Chair	-	-	-
	e. Stick for Blind	-	-	-
	f. Calipers	-	-	-
	g. Hearing Aids	-	-	-
	h. Other	-	-	-
	Total	-	-	-
2.	No. of Schools with Ramps	15 (20.00)	6 (24.00)	21 (21.00)
3.	No. of Schools without Ramps	60 (80.00)	19 (76.00)	79 (79.00)
4.	No. of Parents counseled about CWSN Care	49	18	67
5.	No. of schools in which parents counseled about CWSN Care	26	11	37
6.	Average no. of Parents counseled per schools	1.88	1.64	1.81

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and suggestions

- Enrollment of existing CWSN is low (58 percent) in the district.
- There was no availability of appliances and aids to either of the enrolled students. Further if any case the above facilities are available, it cannot be utilized properly in the absence of required ramps in the schools.
- Moreover, number of the parents counseling meetings per schools for this has also been found just half, out of enrolled students.
- It is required to enhance the availability of appliances and complete the construction of ramps in the schools.

4.9 Free Text Book Distribution

The free text book distribution is found in all the sample primary and upper primary schools. But 1 per cent students in primary school and upper primary school have not received

their books. In fact, these books were also distributed among drop out students who have left the school. Some other students enrolled after book distributions have also not received the books. There were about 38 percent schools where a book distribution was delayed in rest of the schools it has been timely. The delay in book distribution has been on account of late delivery of books from district office and also the less availability of number of books in time.

Table 4.11: **Free Text book Distribution**

Sl. No	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Students provided free text books of all subjects			
	a. Boys	6828 (48.36)	3054 (53.99)	9882 (49.97)
	b. Girls	7291 (51.64)	2597 (45.91)	9888 (50.00)
	c. Total	14119 (100.00)	5657 (100.00)	19776 (100.00)
2.	No. of Schools in which book distribution delayed	28 (37.33)	10 (40.00)	38 (38.00)
3.	No. of Schools in which book distribution have been done timely	47 (62.67)	15 (60.00)	62 (62.00)
4.	Total No of schools in which book distributed	75 (100.00)	25 (100.00)	100 (100.00)
5.	Reason for delay in text book distribution			
	a. Delay delivery from district office	24 (85.71)	8 (80.00)	32 (84.21)
	b. Less availability of books	4 (14.29)	1 (10.00)	5 (13.16)
	c. Others	-	1 (10.00)	1 (2.63)
	d. Total	28 (100.00)	10 (100.00)	38 (100.00)

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and suggestions

- About 38 per cent schools did not distribute books in time.
- Main reason was delay in supply from district office and also less number of books supplied in time. Proper coordination between SPO, DPO and school is required.

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1 Details of Mid-Day Meal in Schools

The availability of Mid-Day Meal to the students is seen in 75 sample primary schools. The display of menu on walls is found in more than 96 per cent schools but the supply of food according to the menu is found in 38 percent schools. The availability of green vegetable in food is found only in 33 percent schools where Mid-Day Meal scheme is running.

Non-availability of food items is said to be the reason in around 78 percent schools for not providing food according to the menu. Non-availability of utensils is found to be in only 2 percent schools. Remaining 20 percent schools have given some other reasons for not supplying the food as per menu.

The average number of student per school taken food before the day of team visit turns out to be 126.27. But the average number of students on the day of visit is found to be around 116. There are total 117 students (about 2 students per school) who bring lunch from their home.

Table-5.1 (A): Details about Mid Day Meal Scheme

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	72(96.00)
2	No. of Schools in which menu have not written on wall	3(4.00)
3	No. of Schools in which food supplied to the students according to menu	28(38.36)
4	No. of Schools in which food have not been supplied to the students according to the menu	45(61.64)
5	No. of schools in which green vegetables available in food	24(32.88)
6	No. of schools in which green vegetables have not available in food	49(67.12)
7	Reasons for not cooking food according to menu	
	a. None availability of food items	35(77.78)
	b. Lack of utensils	1(2.22)
	c. Others	9(20.00)
8	No. of students bring lunch from home	117
9	Per school Average No. of students bring lunch from home	23.40
10	No. of beneficiaries before one day from visit	9218
11	Average No. of beneficiaries before one day from visit per school	126.27
12.	No. of students taken food on the day of visit	
	a. According to register	8468
	b. Average According to register	116
	c. Head counts	8077
	d. Average Head counts	110.64

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

*Average from 73 schools because food was not cooked in 2 schools.

The availability of food according to menu is found only in about 36 percent schools on the day of the visit. More than 64 percent of the students in these schools found satisfied with the quality of food getting under MDM scheme. At the same time, almost 74 percent students were happy with the quantity of food supplied under the scheme in sample schools. The students who were not happy with the available MDM, complained for quality in about 36 percent schools and in 26 percent complained for less quantity. In all schools, the students bring utensils from home for taking the food. Female cooks are found in 84 percent schools.

Table-5.1 (B): Mid day meal on the day of team visit

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	26 (35.62)
2	No. of schools in which food have not been given according to menu	47 (64.38)
3	No. of schools in which students are happy with the quality of food	47 (64.38)
4	No. of schools in which students are not happy with the quality of food	26 (35.62)
5	No of schools in which students are happy with the quantity of food	54 (73.97)
6	No of schools in which students are not happy with the quantity of food	19 (26.03)
7	Reasons for the students not happy with the quality and quantity of Mid Day Meal	15
	a. Food have not been cooked according to menu	(57.69)
	b. Lack of quality	9 (34.62)
	c. Lack of Quantity	2 (7.69)
	d. Others	-
8	No of Schools in which students bring the utensils from the home	73 (100.00)
9	No. of male cooks in the schools	12 (16.22)
10	No. of female cooks in the schools	62 (83.78)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Considering the social categories, 80 percent cooks belonged to OBC groups, 15 percent SC and remaining 4 percent and 1.35 percent belonged to the ST castes and other classes respectively. Regular payment to cooks is found in 44 percent schools. The average amount of monthly payment to cooks turns out to be around Rs.650.

Table 5.2: Status of Cooks under MDM

Sl. No.	Particulars	Numbers
1	Social Categories of Cooks	
	a. Schedule Caste	11 (14.87)
	b. Schedule Tribe	3 (4.05)
	c. OBC	59 (79.73)
	d. Others	1 (1.35)
2	No of School in which cooks have been paid regularly	32 (43.84)
3	No. of schools in which cooks have not been paid regularly	41 (56.16)
4	Average amount for cooks have been paid per month	650.76

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

The availability of food under MDM programme has not been the problem in the sample schools but the non-availability of food as per menu has been a problem in 62 percent schools. The payment of cooks has not been timely in more than 56 per cent schools.

5.2 Infrastructure of MDM Programme

There are about 36 per cent sample schools without the kitchen facility. In remaining schools, in around 93 percent and around 7 percent schools, the cooking is being done in open ground and others. The storage of food items is found at Pradhan's residence in 78 percent schools and within the school in 13.51 percent schools. The food items are also stored at PDA shops (5.41 percent) and other places (2.71 percent).

Majority of (98.67 percent) schools have proper register for MDM. There are 94.59 percent of the sample schools with required utensils in the kitchen. The funds for purchasing utensils are made available from SSA in 94.59 percent schools. The remaining schools have got funds from community and other sources. The use of LPG as fuel for cooking is seen in 23 percent schools. At the same time, the use of fuel wood is reported maximum in more than 76 percent schools. About 95 per cent schools are having the facility of safe drinking water in the sample school.

Table 5.3: Infrastructure for MDM

Sl. No.	Particulars	Numbers
1	No of school with kitchen	48 (64.00)
2	No of school without kitchen	27 (36.00)
3	Venue for cooking in which schools kitchen have not been constructed a. Open ground b. Cooked form outside c. others	25 (92.59) - 2 (7.41)
4	No. of schools with availability of safe drinking water	71 (94.67)
5	No. of schools without availability of safe drinking water	4 (5.33)
6	Place for food item storage a. In school b. At Pradhan's residence c. At PDA shop d. others	10 (13.51) 58 (78.38) 4 (5.41) 2 (2.71)
7	No. of schools with proper register for MDM	74 (98.67)
8	No. of schools without proper register for MDM	1 (1.33)
9	No of schools with required utensils in kitchen	70 (94.59)
10	No of schools without required utensils in kitchen	4 (5.41)
11	Source of Funds used in utensils purchasing a. SSA b. Community Fund c. Others	70 (94.59) 2 (2.70) 2 (2.70)
12	Fuel used in cooking a. LPG b. Carosin Oil c. Fuel Wood d. Other	17 (22.97) 1 (1.35) 56 (75.68) -

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

5.3 Cleanliness and Inspection of MDM

The awareness about washing hands before taking meal, use of clean utensils and other norms relating to ideal social order is found in most of the sample schools. Regular inspection of MDM programme is found in more than 76 per cent schools. The most of the inspections are made by school teachers.

Table 5.4: Awareness and Food Inspection

Sl. No.	Particular	Numbers/Schools
1	Students made aware about:	
	a. Students must wash their hands before and after taken food	70 (95.89)
	b. Take & eat food in organized way	72 (98.63)
	c. Keep the water for utensil cleaning	70 (95.89)
	d. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	73 (100.00)
2	No of schools in which MDM inspected regularly	56 * (76.71)
3	Inspection authority	
	a. Community/Parents	9 (16.07)
	b. VECs	3 (5.35)
	c. School teachers	44 (78.58)
	d. Others	0 (0.00)
4	Duration/Frequency of Inspection	
	a. Daily	43 (76.78)
	b. Often	12 (21.43)
	c. Sometime	1 (1.78)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

* : Food was not cooked in 2 schools.

5.4 Supply of Micro-Nutrients

The supplement of micro-nutrition to the students is available only in the 18.67 percent schools. In all cases where this is found available, is provided by the ANM. The schools where micro-nutrition supplements are made available, these were provided once in a month in 86 percent cases. In rest of the 14 percent schools it was provided twice in a month.

Table 5.5: **Food Supplements**

Sl. No.	Particulars	Numbers/Schools
1	No. of Schools in which micro nutrition supplement provided to the student	14 (18.67)
2	No. of Schools in which micro nutrition supplement have not been provided to the student	61 (81.33)
3	Micro-nutrition supplement providers a. ANM b. Others	11 (78.57) 3 (21.43)
4	Duration/Frequency of Micro-nutrition supplement as provided a. Once in a month b. Twice in a month	12 (85.71) 2 (14.29)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

5.5 **Parents and VEC Participation in MDM**

As per the survey results, the parents and VEC participation in MDM scheme is found to be satisfactory in around 51 percent school with respect to daily supervision. But in terms of cooperation, it is reported to be satisfactory only in around 7 percent schools. In around 93 percent school, it is found to be bad.

Table 5.6: **Participation of Parents/VECs in MDM**

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/Items	Other
1	Very Good	0(0.00)	0(0.00)	-
2	Good	7(9.33)	0(0.00)	-
3	Satisfactory	38(50.67)	5(6.67)	-
4	Bad	30(40.00)	70(93.33)	-
5	No Response	-	-	-
	Total Schools	75(100.00)	75(100.00)	-

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- Around 36 percent schools are still without kitchen.
- Even those schools where kitchen is there, food is cooked in open ground in majority of the schools.
- 5 percent schools do not have required utensils.
- Despite awareness of cleanliness, it is not followed by the students during MDM.
- More than 76 percent schools are inspected regularly for MDM.
- Only 18.67 percent schools are provided with micro-nutrition supplement.
- Participation of parents and VEC in MDM is not satisfactory in most of the schools.

CHAPTER VI

VECs, GRANTS AND T.L.M.

6.1 VEC Members

There are 407 VEC (according to BSA) members in 100 samples of primary schools and upper primary schools in the district Sant Kabir Nagar. Thus, each sample school has 4 to 5 VEC members. Most of the schools do not have parent's representation in VEC. More than 33 percent of the VEC members are females and about 67 percent are males.

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	96 (33.22)	41 (34.75)	137 (33.66)
2.	Male	193 (66.78)	77 (65.25)	270 (66.34)
	Total	289 (100.00)	118 (100.00)	407 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

The caste-wise composition shows approximately 33 percent members belong to SC caste, 46 percent members belong to OBC and 20 to 22 percent come under general category in VEC of primary and upper primary schools in the district. No ST caste members were present in VECs.

Table 6.2: Social category wise VEC Members

Sl.No.	Caste	Primary Schools	Upper Primary Schools	Total
1.	SC	121 (33.24)	36 (30.25)	157 (32.50)
2.	ST (Minorities)	-	-	-
3.	OBC	167 (45.88)	57 (47.90)	224 (46.38)
4.	General	76 (20.88)	26 (21.85)	102 (21.12)
	Total	364 (100.00)	119 (100.00)	483 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- Average number of VEC members is found to be low due to under representation of parents.
- The female and caste-wise composition of VEC is as per norms.
- The parent's representation in VECs should be emphasized.

6.2 VEC Meetings

As per norms VEC meetings are to be held every month in every school. But the survey indicated that meetings were held in only 73 percent schools. The frequency of meetings was also recorded to be unsatisfactory. On an average 3 meetings have been held in schools during the last six months.

The agenda of meetings comprised of school maintenance, mid-day meal, students' scholarship, enrolment and attendance, etc., is presented in Table 6.3.

Table 6.3: Details about VEC meeting

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of School organized meeting			
	a. Yes	55(73.33)	18(72.00)	73(73.00)
	b. No.	20(26.67)	7(28.00)	27(27.00)
2.	Average No. of Meeting only last 6 months	2.87	3.22	2.95
3.	Agenda of Meeting (Multiple Response)			
	For New Building	2(2.53)	-	2(1.89)
	Recruitment of Shiksha Mitra	7(8.86)	2(7.41)	9(8.49)
	For Improvement of Presence	2(2.53)	-	2(1.89)
	Enrollment	3(3.80)	3(11.11)	6(5.66)
	For Pots, Food and Recruitment	6(7.59)	2(7.41)	8(7.55)
	Polio Drop	1(1.27)	-	1(0.94)
	Mid-Day Meal	1(1.27)	-	1(0.94)
	Discussion	2 (2.53)	-	2 (1.89)
	All Maintenance Work	3(3.80)	-	3(2.83)
	For Committee	15(18.99)	6(22.22)	21(19.81)
	Cleaning	15(18.99)	5(18.52)	20(18.87)
	Scholarship	4(5.06)	1(3.70)	5(4.72)
	Free Dress	13(16.46)	7 (25.93)	20(18.87)
	FIR Of Theft	-	-	-
	Utilization of Money	2(2.53)	-	2(1.89)
	Plantation	2(2.53)	1(3.70)	3(2.83)
	Recruitment	1(1.27)	-	1(0.94)
	Cultural Program	-	-	-
	Total	79 (100.00)	27 (100.00)	106 (100.00)
	No. of Total school	75(100.00)	25(100.00)	100(100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

More than 99 per cent VEC members attended the meetings. The representation of female and other castes male members in meetings was recorded to be around 36 per cent and 84 per cent respectively. More than 16 per cent members attending meeting belonged to SC category.

Table 6.4: Sex and Caste-wise VEC Members Attending the Meeting

Sl.No.	Gender	Primary Schools	Upper Primary Schools	Total
1	Female	101 (33.67)	43 (41.35)	144 (35.64)
2	Male	199 (66.33)	61 (58.65)	260 (64.36)
	Caste distribution among male			
	a. SC	32 (16.08)	10 (16.39)	42 (16.15)
	b. Other	167 (83.92)	51 (83.61)	218 (83.85)
	Total Member (Male + Female)	300 (100.00)	104 (100.00)	404 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

* No meeting was held in 18 primary schools and 7 upper primary schools.

Findings

- More than 99 percent members attended VEC meetings with adequate female representation.
- The representation of male SC members was only 16 per cent.

6.3 VEC Training

The training for VEC members was organized only in 1.33 per cent primary schools. No training was given in upper primary schools of the district. Only 1.23 percent of VEC members have been trained in primary schools. The VEC members of schools where training was imparted expressed their opinion about the quality of training. Only 1.33 percent of the school members regarded training as satisfactory. None of these members regarded training as bad. All the VEC members are trained by BRC and NPRC coordinators.

Table 6.5: Details about VEC training

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1	No. of Schools organized training of VEC members	1 (1.33)	-
2	No. of trained members	5	-
3	Average no. per schools	11.33)	-
4	Reaction of trained members in school regarding training		
	a. Best	-	-
	b. Good	-	-
	c. Satisfactory	1 (1.33)	-
	d. Bad	-	-
	Total Schools organized training	1 (1.33)	-

Note: Training was not held in 54 primary schools and all the upper primary schools (i.e 25).

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- Only 1 per cent of the primary schools have organized training for VEC members.
- Only 1.23 per cent of the VEC members were trained.
- Attempts should be made to organize training in each school and monitoring should be made for each VEC member.

6.4 Role of VEC for Improving the School Conditions

As per the opinion of school teachers, in 7 percent primary schools, the role of VEC members has been good for improving the school conditions relating to atmosphere, enrolment, teachers presence and students attendance. In around 68 percent of the schools, their role was found to be satisfactory. In about 25 per cent schools their role was found to be bad in case of primary schools.

The role of VEC was reported to be good in 8 percent of the upper primary Schools. In 47 percent schools, VEC role was regarded as satisfactory. But in 45 percent schools their role was found to be bad in case of upper primary schools.

Table 6.6: Role of VEC for improving the conditions of Schools

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Presence of Teacher	Presence of Student	Total
1.	Primary School					
	a. Best	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
	b. Good	7 (9.33)	4 (5.33)	11 (14.67)	1 (1.33)	23 (7.67)
	c. Satisfied	56 (74.67)	49 (65.33)	50 (66.67)	48 (64.00)	203 (67.67)
	d. Bad	12 (16.00)	22 (29.33)	14 (18.67)	26 (34.67)	74 (24.67)
	Total	75 (100.00)	75 (100.00)	75 (100.00)	75 (100.00)	300 (100.00)
	Upper Primary School					
2.	a. Best	-	-	-	-	-
	b. Good	2 (8.00)	2 (8.00)	4 (16.00)	0 (0.00)	8 (8.00)
	c. Satisfied	15 (60.00)	10 (40.00)	11 (44.00)	11 (44.00)	47 (47.00)
	d. Bad	8 (32.00)	13 (52.00)	10 (40.00)	14 (56.00)	45 (45.00)
	Total	25 (100.00)	25 (100.00)	25 (100.00)	25 (100.00)	100 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- In case of primary schools, VECs' role in improving school conditions was found to be good in about 8 per cent schools.
- Their satisfactory role was reported in 68 per cent schools and it was found to be bad in 25 per cent schools.
- VECs' role in improving overall school conditions was found to be good in only 8 percent upper primary schools
- Their satisfactory role was reported in 47 percent upper primary schools.
- In 45 per cent upper primary schools, their role was found to be bad in this respect.
- The role of VECs' should be more important for improving school conditions. Hence, VEC members should play more active role in this respect.

6.5 Grants for Primary Schools

As per information collected from the school register and pass books regarding receipt and expenditure of school grants of primary school for the year 2007-08 indicated 40 percent to 100 percent of expenditure of received grants under different heads. The received grants under the head of honorarium to Para-teachers are utilized to the level of 85.94 percent.

Table 6.7: Head wise Grants for Primary Schools, 2007-08

Sl. No.	Head of Aid	Received	Expenditure
1	School Maintenance Aid Average per School	310000(100.00) 5000	275000(100.00) 5000
2	School Development Average per School	65000(100.00) 5909	65000(100.00) 5909
3	Honorarium for Para Teacher Average per School	1009306(100.00) 19409.73	867476(85.94) 18072.4
4	Construction of Building Average per School	120000(100.00) 30000	60000(50.00) 20000
5	Construction of Rooms Average per School	2743000(100.00) 144368.42	2743000(100.00) 161352.94
6	Construction of Toilet Average per School	64600(100.00) 21566.6	64600(100.00) 21533.3
7	Construction of Boundary Average per School	35000(100.00) 17500	20000(57.14) 20000
8	TLM Average per School	52500(100.00) 1544.11	40000(76.19) 1666.66
9	Ramps Construction Average per School	11000(100.00) 3666.66	9500(86.36) 3166.66
10	NPEGEL Average per School	367726(100.00) 13619.48	147600(40.13) 14760
11	Honorarium for Acharya Average per School	138452(100.00) 46150.66	138452(100.00) 27690.4
12	Others Average per School	797640(100.00) 19454.03	625057(78.36) 17858.77

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

In case of upper primary schools, the utilization of received grants has been 59 percent to 100 percent. Under the head of school construction, more or less, the total amount has been spent. There was no amount received for the boundary walls and school maintenance aid has been fully utilized so far. The grants for TLM have not been utilized up to the mark.

Table 6.8: **Head wise Grants for Upper Primary Schools, 2007-08**

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School Maintenance Aid Average per School	95000(100.00) 5000	95000(100.00) 5000
2	School Development Average per School	60000(100.00) 8571.42	52500(87.50) 8750
3	Honorarium for Para Teacher Average per School	0(0.00) 0	0(0.00) 0
4	Construction of Building Average per School	152500(100.00) 38125	90000(59.02) 30000
5	Construction of Rooms Average per School	613000(100.00) 122600	613000(100.00) 122600
6	Construction of Toilet Average per School	50000(100.00) 25000	38000(76.00) 19000
7	Construction of Boundary Average per School	-	-
8	TLM Average per School	34500(100.00) 1916.66	27500(79.71) 2115.38
9	Ramps Construction Average per School	6000(100.00) 6000	6000(100.00) 6000
10	NPEGEL Average per School	591741(100.00) 53794.6	561896(94.95) 62432.88
11	Harmonium for Acharya Average per School	0(0.00) 0	0(0.00) 0
12	Others Average per School	40750(100.00) 6791.66	40750(100.00) 8150

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Recommendations

- Money has been withdrawn from account in some cases but construction work has not been started yet.
- For different types of constructions, unutilized grants are found.
- Through better monitoring of construction work and fund utilization, expected results can be achieved.

6.6 Availability of Construction Records with VEC

The survey results indicated only in 21 percent primary and 12 percent upper primary schools, Village Education Committees having construction work manual. Only about 27 percent

and 32 percent VECs have proper up keeping of funds records at primary and upper primary levels. 91 percent to 92 percent VECs have no school construction related account.

Table 6.9: Availability of Construction related records with VEC

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1	Construction work manual with village education committees	16 (21.33)	3 (12.00)
2	Construction related manual not with VECs	59 (78.67)	22 (88.00)
3	No. of VEC with proper up keeping of Fund's records	20 (26.67)	8 (32.00)
4	No. of VEC without proper up keeping of funds	55 (73.33)	17 (68.00)
5	No. of VEC having accounts of school related construction work/items	7 (9.33)	2 (8.00)
6	No. of VECs not having accounts	68 (90.66)	23 (92.00)
	No. of total schools	75 (100.00)	25 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

6.7 Teaching Learning Materials (TLM)

There are more than 41 percent teachers in primary schools and about 67 percent teachers in upper primary schools who received TLM amount in the district. Training of teachers regarding use of TLM was imparted only in 20 percent schools. The display of TLM was found same as 41 percent of the sample schools. The use of TLM by the students was found in 50 percent schools having the display of TLM.

Table 6.10: Details about Teaching Learning Material

Sl. No.	Gender	Primary School	Upper Primary School	Total
1	No. of Teachers/SM received TLM amount	91 (41.55)	60 (66.67)	151
2	Average	1.21	2.40	3.61
3	Training of Teachers regarding use of TLM	18 (24.00)	2 (8.00)	20 (20.00)
4	Display of TLM in Class rooms	33 (44.00)	8 (32.00)	41 (41.00)
5	Use of TLM by Student	42 (56.00)	8 (32.00)	50 (50.00)
	No. of Total school	75 (100.00)	25 (100.00)	100 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

The use of TLM by teachers for teaching has not been observed in 40 percent of the total sample schools. In 39 percent schools, the teachers often used TLM. But in 21 per cent school teachers always used the same to teach students in primary schools.

Table 6.11: Use of TLM by Teachers

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Always	19 (25.33)	2 (8.00)	21 (21.00)
2	Often	29 (38.67)	10 (40.00)	39 (39.00)
3	Never	27 (36.00)	13 (52.00)	40 (40.00)
	Total	75 (100.00)	25 (100.00)	100 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- Most of the VECs did not have school construction related records
- This is one of the main reason of fund misuse and slow progress of construction work in schools.

CHAPTER VII

CIVIL WORK

7.1 Construction of School Buildings

The construction of new primary and upper primary schools building was not in progress at the time of survey. Therefore the status of construction of new school buildings cannot be obtained.

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of Schools Building under Construction	-	-	-
2	Progress of Construction (No. 7)			
	a. Foundation level	-	-	-
	b. Up from doors level	-	-	-
	c. Completing roof	-	-	-
	d. Final Finishing	-	-	-
	Total no. of schools	75 (100.00)	25 (100.00)	100 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

In more than 26 percent sample primary schools the construction of extra room is found to be in progress during the course of survey. Only 20 percent among sample upper primary schools is found to have construction work relating to extra rooms. The construction of extra rooms is in final stage as seen in case of around 15 percent of primary schools. 40 percent of other construction work in upper primary schools is in progress up from doors level. About 80 to 15 per cent of work have been under the charge of Head Master and teachers respectively.

Table 7.2: Construction of Extra Rooms

Sl. No.	Particulars	Primary School	Upper Primary School
1	No. of School under Extra Room Construction	20(26.66)	5(20.00)
2	No. of School One Room Constructed	18(90.00)	5(100.00)
3	No. of School Two Room Constructed	2(10.00)	-
4	Progress of Extra Rooms Construction		
	a. Foundation Level	-	-
	b. Up from Doors Level	1(5.00)	2(40.00)
	c. Completing Roof	3(15.00)	0(0.00)
	d. Others	16(80.00)	3(60.00)
5	In charge of Construction Work		
	a. Head Master	17(85.00)	4(80.00)
	b. Teacher	3(15.00)	1(20.00)
	c. NBRC	-	-

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

7.2 Construction of Hand Pump and Toilets

There is no school found where the installation work of hand pump is seen to be in progress. None of the installation of hand pump is recorded to be under Swajaldhara, SSA and through other schemes. There is 1 proposed hand pump to be installed in the schools of the sample area. There is 1 toilet constructed in primary school under other scheme and 2 in upper primary schools under SSA scheme. Further 1 toilet is proposed in primary school.

Table 7.3: Under Construction and Proposed Hand Pumps and Toilets

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	No. of School under Installation of Hand Pumps for Drinking Water	-	-	-
2	Scheme of Hand Pumps Installation			
	a. Swajaldhara	0(0.00)	0(0.00)	0(0.00)
	b. SSA	0(0.00)	0(0.00)	0(0.00)
	c. Others	0(0.00)	0(0.00)	0(0.00)
3	No. of Schools with proposed Hand Pumps	1(1.33)	0(0.00)	1(1.00)
4	No. of Schools with under Construction of Toilets	1(1.33)	2(8.00)	3(3.00)
5	Schemes for Toilets			
	a. TSS	0(0.00)	0(0.00)	0(0.00)
	b. SSA	0(0.00)	2(100.00)	2(66.67)
	c. Others	1(100.00)	0(0.00)	1(33.33)
6	Proposed No. of Toilets in Schools	1(1.33)	0 (0.00)	1(1.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

7.3 Technical Supervision of Construction Work

There are 25 JEs found engaged in the supervision of different kinds of construction work in the sample schools. All the supervisors were working at the block level.

Table 7.4: Status of Technical Supervisor

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of JEs Supervising the Civil Work	18(81.82)	7(87.50)	25(83.33)
2	JEs Supervising at different level			
	a. Block level	18(100.00)	7(100.00)	25(100.00)
	b. Tehsil level	0(0.00)	0(0.00)	0(0.00)
	c. District level	0(0.00)	0(0.00)	0(0.00)
	Total	18 (100.00)	7(100.00)	25 (100.00)
	Total no of Sample schools	75(100.00)	25 (100.00)	100 (100.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and suggestions

- Out of 22 schools only 18 had been supervised in case of Primary schools.
- Out of 8 schools only 7 had been supervised in case of Upper Primary schools.

There were 76 percent of the total school sites of construction work where on the spot inspection was made. In around 58 percent sites only one time inspection was made. The inspections were made at all stages of the construction except at linter level. The investigators have found around 95 percent of the construction as satisfactory, but about 5 percent have been reported unsatisfactory. In such cases they have found slow construction work to be primarily responsible for unsatisfactory construction work.

Table 7.5: **Inspection and Views about Construction Work**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Inspection of Construction Work on spot by Technical Employee	15 (83.33)	4 (57.14)	19 (76.00)
2	No. of times Inspections was done Before Survey			
	a. One Time	8(53.33)	3(75.00)	11(57.90)
	b. Two Time	5(33.33)	-	5(26.31)
	c. Three and More Time	2(13.33)	1(25.00)	3(15.79)
3	Level of Inspection			
	a. At the Foundation Level	11(73.33)	3(75.00)	14(73.68)
	b. Up to Doors Level	1(6.67)	0(0.00)	1(5.26)
	c. Linter Level	0(0.00)	0(0.00)	0(0.00)
	d. Other	3(20.00)	1(25.00)	4(21.05)
4	Views of Investigators regarding Construction Work			
	a. Good	0(0.00)	0(0.00)	0(0.00)
	b. Satisfactory	14(93.33)	4(100.00)	18(94.73)
	c. Unsatisfactory	1(6.67)	-	1(5.26)
5	Comments of Investigator in condition of Unsatisfactory Construction Work			
	a. Low Quality of Building Material	0 (0.00)	0 (0.00)	0 (0.00)
	b. Slow Construction Work	1 (100.00)	-	1 (5.26)
	c. Lack of Appropriate use of Material	0 (0.00)	0 (0.00)	0 (0.00)

Source: Field survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- The satisfactory construction work has been reported in around 95 percent cases.
- The main reason of unsatisfactory work is the slow construction work.
- Strict supervision of construction work is suggested.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV)

In Sant Kabir Nagar district, two KGBV are currently functioning and construction of new building is going on. The sample KGBV in Khalilabad has 44 students enrolled in it. The total amount received in this KGBV is Rs 19,26,734 in financial year 2006-07.

8.1.1 Teachers and Other Staff Kasturba Gandhi Balika Vidyalaya (KGBV) :

In Kasturba Gandhi Vidyalaya (KGBV), the no. of sanctioned warden cum teacher is 1, which was found in position at the time of visit. Further there were sanctioned, 4 full time teachers and 4 part time teachers out of which only two were in position at the time of visit. There were also found 1 Accountant, 1 Chaukidar, 1 Peon and 1 Cook in position.

Table-8.1: Teachers and Other Staff

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher	1	1
2	Teachers	• Full Time	2
		• Part Time	2
3	Accountant	1	1
4	Assistant	-	-
5	Peon	1	1
6	Chaukidar	1	1
7	Cook	1	1
8	Others	-	-
	Helper	-	-
	Sweeper	-	-

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, U.P.

8.1.2 Social Category of Students:

As per data in the table-8.2, 44 girls have been enrolled in the KGBV; 28 students belonged to SC category, 13 belonged to OBC and 3 belonged to others category.

Table-8.2: Social Category of Students

Sl. No.	Social Category	Number of Students
1	Schedule Caste	28 (63.64)
2	Schedule Tribe	-
3	OBC	13 (29.54)
4	Minorities	-
5	Other (below the poverty line)	3 (6.82)
6	Total	44 (100.00)

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, U.P.

8.1.3 Infrastructure

Kasturba Gandhi Balika Vidyalaya (KGBV) in the district is functioning in a government building. The school building is well equipped with furniture to meet the class room and hostel requirements but there is lack of proper availability of space. The toilet facility is also available to the girls. The construction of new building is going on to provide all the necessary facilities to the students. Further the security arrangements for teachers and girls living in hostel have also been available in the school.

8.2 National Programme for Education of Girls at Elementary Level (NPEGEL)

There are 81 NPEGEL of the district, as per survey conducted in 5 NPEGEL centres of the district. A grant of Rs.190700 was received for 5 NPEGEL during the financial year 2007-08. The grant is being used for the construction of extra rooms in 02 schools and toilets in 03 school. No NPEGEL has electricity supply. One of the sample are having Centre for Children Education (CCE). None of the centres have received grant for TLM, Library, Games and Training. There are total 101 girls found enrolled in these NPEGEL. The free books have been supplied in 05 NPEGEL centres. All the 05 NPEGEL centres are located in the buildings of the Upper Primary Schools.

Table 8.3: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount/Percentage
1	No. of Model Cluster School Surveyed	5
2	No. of Model Cluster Schools received amount in Financial Year (2006-07)	5
3	Total Amount received	190700
4	Amount Average per School	-
5	No. of Model Cluster School under Civil Work	
	a. Extra Room	2
	b. Drinking Water	1
	c. Toilet	3
6	No. of School with Electrified	-
7	No. of School with CCE	1
8	No of School Teacher Trained with Gender sensitization	2
9	No. of School required amount for TLM, Library, Game, Skill Training	-
10	Total No. of Girls enrolled	101
	Average per school	(20.20)
11	No. of School provided Free Text Book to Enrolled Girls	5

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, U.P.

8.3 Education Guarantee Scheme (EGS), AIE and Madrasas:

There are 62 EGS, 12 AIE and 4 Madrasas in the district of Sant Kabir Nagar. The sample EGS is located in Baghauli and Mehdawal block of the district. The sample AIEs are found to be located in Baghauli and Semariyawa block in the district. The locations of all sample EGS and

AIE are at permanent places. EGS were established during 2001, 2002, 2003 and 2006. Further, AIE were established in the year 2004, 2006 and 2007. The payment was reported to be irregular in 1 EGS centre. The payment of Rs.1000/- per month was made in each center.

Table 8.4: EGS/AIE Centres in Sant Kabir Nagar District

Sl. No.	Particulars	EGS	AIE	Madarsa	NRBC	Total
1	Total Number	62	12	4	-	40
2	No. of Sample Centers	2	1	1	-	6
3	a. Permanent Place	1	1	1	-	5
	b. Temporary Place	0	0	-	-	0
4	Establishment Year					
	a. 2001	1	0	-	-	1
	b. 2002	1	0	-	-	1
	c. 2003	2	0	-	-	-
	d. 2004	0	1	-	-	-
	e. 2005	0	0	1	-	1
	f. 2006	2	1	-	-	3
	g. 2007	-	1	-	-	1
5	No of Acharya Trained	2	2	1	-	5
6	Payment to Acharya (Rs. 1000/month)	3	2	1	-	6
7	Regular Payment	1	1	-	-	2
8	Irregular payment	2	1	1	-	4

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, U.P.

8.4 Students Attendance:

Student attendance in the alternative schooling centres was found to be low. Number of enrolled students in each center was 130 in EGS, 89 in AIE and 102 in Madarsa out of these 78, 68 and 92 students were found present on the day of the visit. Most of the students are from backward castes and schedule castes. Further the girls are in higher proportion as compared to the boys. In Madarsa, the students belonged to the Muslim community.

Findings and Suggestions

- ◆ There are 2 KGBV running in the district.
- ◆ There are no RBC and NRBC in the district.
- ◆ The payment of EGS/AIE teachers has been irregular to some extent.
- ◆ The student attendance in the alternative schooling centres is low.
- ◆ Most of the EGS/AIE Centres are not functioning properly.
- ◆ The Centres are deprived of TLM, MDM and other programmes.
- ◆ Proper records are not maintained.
- ◆ VEC members are required to be oriented for the development of alternative schooling.

8.5 Academic Input of BRC/NPRC Coordinators:

The visit of BRC coordinators for academic input is recorded to be 53 times in primary schools. The average number of visits is found to be less than 3 in one month. NPRC coordinators have visited 65 times in primary schools. An average number of less than 5 visits in a month in primary school by NPRC coordinators were recorded.

In case of upper primary schools, the visit of BRC coordinators for academic input is recorded to be 18 times. The average number of visits is found to be less than 3 in a month. In the same way, NPRC coordinators have visited 20 times in upper primary schools. An average number of less than 5 visits in a month, per school by NPRC coordinators were recorded.

Table 8.5: Details of Academic Input provided by Coordinator

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Visits of BRC Coordinator for Academic Input	53	18	71
2	No. of Times (Average) per month	Less than 3 in a Month	Less than 3 in a Month	Less than 3 in a Month
3	Visits of NPRC Coordinator for Academic Input	65	20	85
4	No. of Times (Average) per Month	Less than 5 in a Month	4 times in a Month	Less than 5 in a Month
	Total Schools	75 (100.00)	25 (100.00)	100 (100.00)

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, U.P.

8.6 District Information System for Education (DISE):

The training for filling up information in the data capture format was given to one teacher in each primary school. The data capture format was supplied to all the primary and upper primary schools in time. The complete data capture formats were submitted to the district office.

8.7 Investigators View about the Schools:

As per investigators view more than 49 per cent to 75 percent primary schools were having satisfactory security, hygiene, cleanliness and disciplinary conditions. The same were found bad in 16 per cent to more than 49 percent primary schools.

The security in upper primary school was bad in 48 percent schools. But the hygiene and discipline was better in upper primary schools as compared to the primary schools.

Table 8.6: Views of Investigators Regarding Schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1	Primary School					
	a. Security	-	1(1.33)	37(49.33)	37(49.33)	75(100.00)
	b. Hygiene	-	2(2.67)	56(74.67)	17(22.66)	75(100.00)
	c. Cleanliness	-	11(14.67)	52(69.33)	12(16.00)	75(100.00)
	d. Discipline in Students	-	13(17.33)	47(62.67)	15(20.00)	75(100.00)
2	Upper Primary School					
	a. Security	-	1(4.00)	12(48.00)	12(48.00)	25(100.00)
	b. Hygiene	-	-	18(72.00)	7(28.00)	25(100.00)
	c. Cleanliness	-	-	21(84.00)	4(16.00)	25(100.00)
	d. Discipline in Students	-	3(12.00)	16(64.00)	6(24.00)	25(100.00)

Source: Field Survey, SSA Programme, District Sant Kabir Nagar, U.P.

Findings and Suggestions

- ◆ BRC Coordinators visits were found on an average 36 times in both schools (primary and upper primary school) for providing academic input.
- ◆ NPRC coordinators visits were made on an average 43 times in both schools (primary and upper primary school).
- ◆ The filled in data capture formats have been sent to the district office.
- ◆ General school conditions were found to be better at the primary school level as compared to the upper primary level by the investigators.

DISTRICT MAP:SANT KABIR NAGAR

